



# ***Teacher Performance Evaluation System***

## **GUIDEBOOK**

*Revised August 2014*



**Implementation Year 2014-2015**

*“Effectiveness is the goal. Evaluation is merely the means.”<sup>©</sup>(Stronge, 2012)*



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## PART I: INTRODUCTION AND PROCESS

### INTRODUCTION

The Wisconsin Educator Effectiveness System is intended to provide a reliable and fair process using multiple measures to promote teachers' professional growth and improved student learning. The system consists of two main components: teacher practice measures and student outcome measures. The teacher practice component is encompassed in the *CESA 6 Teacher Performance Evaluation System*, (TPES) an equivalency model that has been approved by the state. This guidebook contains material on both the Teacher Performance Evaluation System as well as the current guidance from the state on the student outcome measures. While accounted for separately under the state system, these two components are inexorably intertwined as an improvement in teacher practice should result in enhanced student performance. Similarly, by reflecting on student outcome measures, teachers can identify new ways in which to improve their practice.

The CESA 6 Teacher Performance Evaluation System uses the Goals and Roles Performance Evaluation Model<sup>®</sup> (short title: Goals and Roles Model<sup>®</sup>) developed by Dr. James Stronge for collecting and presenting data to document performance based on well-defined job expectations. This model is based on the extant research of the qualities of effective teachers which includes meta-reviews, case studies, cross-case comparisons, surveys, ex-post facto designs, hierarchical linear modeling, and value-added studies. The research base surrounding the model is laid out in *Qualities of Effective Teachers*, 2<sup>nd</sup> ed. (Stronge, 2007, ASCD).

The Teacher Performance Evaluation System provides a balance between structure and flexibility. It is prescriptive in that it defines common purposes and expectations, thereby guiding effective instructional practice. At the same time, it provides flexibility, thereby allowing for creativity and individual teacher initiative. The goal is to support the continuous growth and development of each teacher by monitoring, analyzing, and applying pertinent data compiled within a system of meaningful feedback.

The following online management sources are used to support the local implementation of the Effectiveness System:

MyLearningPlan OASYS is a web based observation and appraisal data management system. It serves as the management tool for the district's evaluation system. This system is the online tool, used for scheduling, managing, completing, and reporting of all components of the evaluation process for teachers, educational specialists, and administrators.

MyLearningPlan *Elevate* - MyLearningPlan Elevate is a Professional Development Platform that includes online video based evaluator training and certification. This system includes reviewing video observations, conferences, artifacts and "other measures" for evidence collection, alignment to rubrics, and rubric scoring.

## **Purposes and Characteristics**

The primary purposes of Teacher Performance Evaluation System:

- optimize student learning and growth,
- improve the quality of instruction by ensuring accountability for classroom performance and teacher effectiveness,
- contribute to successful achievement of the goals and objectives defined in the vision, mission, and goals of the school district,
- provide a basis for instructional improvement through productive teacher performance appraisal and professional growth, and
- implement a performance evaluation system that promotes collaboration between the teacher and evaluator promoting self-growth, instructional effectiveness, and improvement of overall job performance.

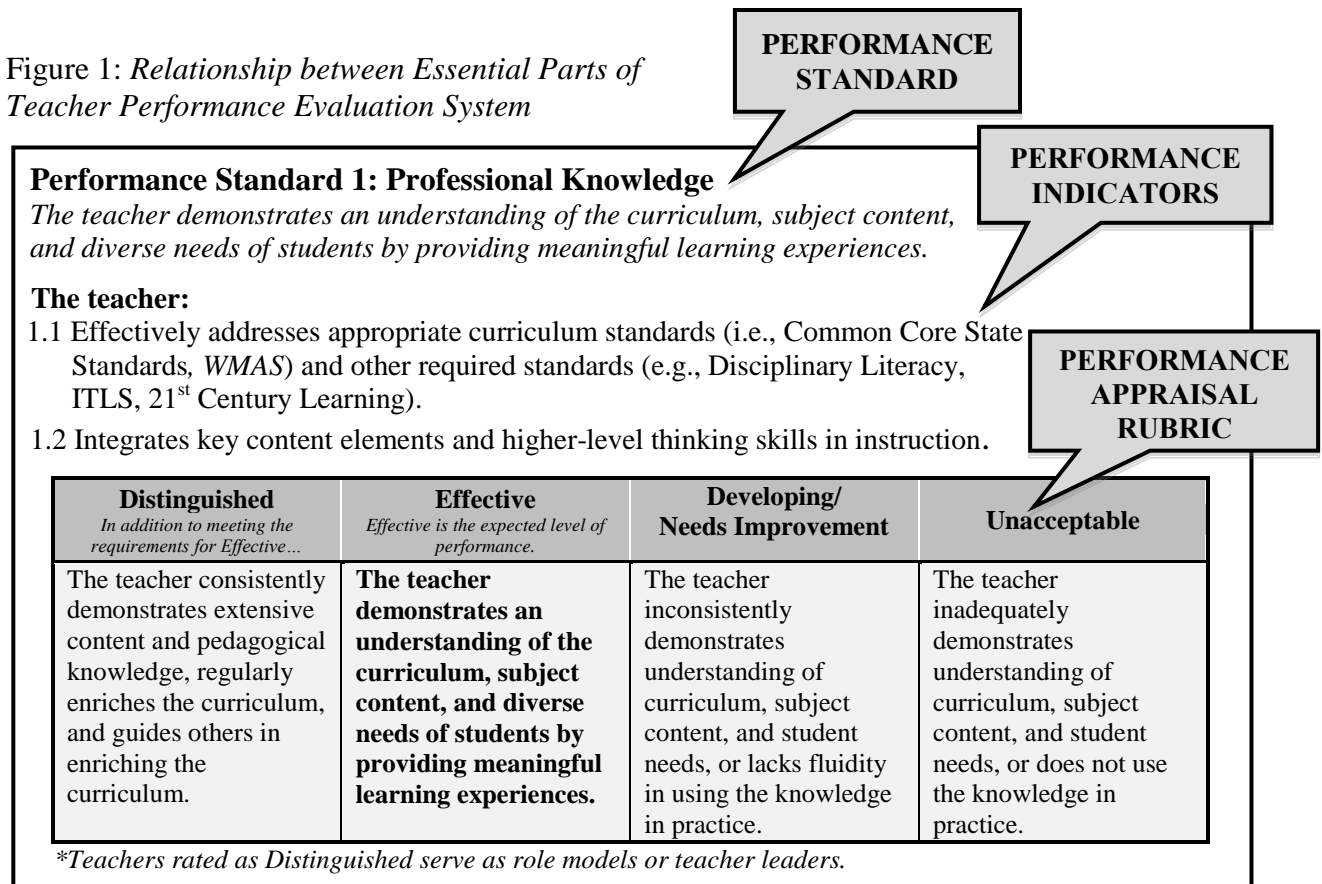
The distinguishing characteristics of Teacher Performance Evaluation System:

- a focus on the relationship between professional performance and improved learner academic achievement,
- sample performance indicators for each of the teacher performance standards,
- a system for documenting teacher performance based on multiple data sources,
- a procedure for conducting performance reviews that stresses accountability, promotes professional improvement, and increases the involvement of teachers in the evaluation process,
- a support system for providing assistance when needed.

## **Essential Components of Teacher Performance Evaluation System**

Clearly defined professional responsibilities for teachers constitute the foundation for the Teacher Performance Evaluation System. A fair and comprehensive evaluation system provides sufficient detail and accuracy so that both teachers and evaluators will reasonably understand their job expectations. The Teacher Performance Evaluation System uses a two-tiered approach, consisting of six standards and multiple performance indicators, to define the expectations for teacher performance. Teachers will be rated on the performance standards using performance appraisal rubrics. The relationship between these components is depicted in Figure 1.

Figure 1: Relationship between Essential Parts of Teacher Performance Evaluation System



The *Effective* column is bolded throughout the guidebook as it is the expected level of performance.

## Performance Standards

Performance standards refer to the major duties performed by a teacher. Figure 2 shows the six performance standards in the Teacher Performance Evaluation System that serve as the basis for the teachers' evaluation.

PERFORMANCE STANDARD NAME	PERFORMANCE STANDARD
<b>1. Professional Knowledge</b>	The teacher demonstrates an understanding of the curriculum, subject content, and diverse needs of students by providing meaningful learning experiences.
<b>2. Instructional Planning</b>	The teacher effectively plans using the approved curriculum, instructional strategies, resources, and data to meet the needs of all students.
<b>3. Instructional Delivery</b>	The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.
<b>4. Assessment For and Of Learning</b>	The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, guide instructional content and delivery methods, and provides timely feedback to students, parents, and stakeholders.
<b>5. Learning Environment</b>	The teacher uses resources, routines, and procedures to provide a respectful, safe, positive, student-centered environment that is conducive to student engagement and learning.
<b>6. Professionalism</b>	The teacher demonstrates behavior consistent with legal, ethical, and professional standards, contributes to the profession, and engages in professional growth that results in improved student learning.

## Performance Indicators

Performance indicators provide examples of observable and tangible behaviors for each standard (refer to Part II Performance Standards). That is, the performance indicators are **examples** of the types of performance that will occur if a standard is being successfully met. **The list of performance indicators is not exhaustive, is not intended to be prescriptive, and is not intended to be a checklist. Further, all teachers are not expected to demonstrate each performance indicator.** It should be noted that indicators in one standard may be closely related to indicators in another standard. This is because the standards, themselves, are not mutually exclusive and may have overlapping aspects.

Using Standard 1 (Professional Knowledge) as an example, a set of teacher performance indicators is provided in Figure 3.

Figure 3: Performance Indicators

<p><b>Performance Standard 1: Professional Knowledge</b>  <i>The teacher demonstrates an understanding of the curriculum, subject content, and diverse needs of students by providing meaningful learning experiences.</i></p>	<p><b>PERFORMANCE STANDARD</b></p>
<p><b>Sample Performance Indicators</b>  <i>Examples may include, but are not limited to:</i></p> <p><b>The teacher:</b></p> <ol style="list-style-type: none"> <li>1.1 Effectively addresses appropriate curriculum standards (i.e., Common Core State Standards, WMAS) and other required standards (e.g., Disciplinary Literacy, ITLS, 21<sup>st</sup> Century Learning).</li> <li>1.2 Integrates key content elements and higher-level thinking skills in instruction.</li> <li>1.3 Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.</li> <li>1.4 Demonstrates accurate knowledge of the subject matter.</li> <li>1.5 Demonstrates skills relevant to the subject area(s) taught.</li> <li>1.6 Bases instruction on goals that reflect high expectations and understanding of the subject.</li> <li>1.7 Understands intellectual, social, emotional, and physical development of the age group of students.</li> <li>1.8 Uses precise language, correct vocabulary and grammar, and acceptable forms of communication as it relates to a specific discipline and/or grade level.</li> <li>1.9 Has knowledge and understanding of school, family, and community resources to help meet all students' learning needs.</li> <li>1.10 Demonstrates appropriate accommodations and modifications for diverse learners. (e.g., ELL, gifted learners, students with disabilities, and cross cultural).</li> </ol>	<p><b>PERFORMANCE INDICATORS</b></p>

The performance indicators are provided to help teachers and their evaluators clarify job expectations. As mentioned, all performance indicators may not be applicable to a particular teaching assignment. *Ratings are made at the performance standard level, NOT at the performance indicator level.*

## Performance Appraisal Rubrics

The performance appraisal rubric is a behavioral summary scale that guides evaluators in assessing *how well* a standard is performed. It states the measure of performance expected of teachers and provides a qualitative description of performance at each level. In some instances, quantitative terms are included to augment the qualitative description. The resulting performance appraisal rubric provides a clearly delineated step-wise progression, moving from highest to lowest levels of performance. Each level is intended to be qualitatively superior to all lower levels. **The description provided in the *Effective* level of the performance appraisal rubric is the actual performance standard, thus *Effective* is the expected level of performance.** Teachers who earn a *Distinguished* rating must meet the requirements for the *Effective* level and go beyond it. Performance appraisal rubrics are provided to increase reliability among evaluators and to help teachers focus on ways to enhance their teaching practice. Part II Performance Standards includes rubrics related to each performance standard. Figure 4 shows an example of a performance appraisal rubric for Standard 1 (Professional Knowledge).

Figure 4: *Performance Appraisal Rubric*

<b>Distinguished*</b> <i>In addition to meeting the requirements for Effective</i>	<b>Effective</b> <i>Effective is the expected level of performance.</i>	<b>Developing/ Needs Improvement</b>	<b>Unacceptable</b>
the teacher consistently demonstrates extensive content and pedagogical knowledge, regularly enriches the curriculum, and guides others in enriching the curriculum.	<b>The teacher demonstrates an understanding of the curriculum, subject content, and diverse needs of students by providing meaningful learning experiences.</b>	The teacher inconsistently demonstrates understanding of curriculum, subject content, and student needs, or lacks fluidity in using the knowledge in practice.	The teacher inadequately demonstrates understanding of curriculum, subject content, and student needs, or does not use the knowledge in practice.

*\*Teachers rated as Distinguished serve as role models or teacher leaders.*

## Responsibilities of Site Administrators

The term site administrator will be used for principals/supervisors. The site administrator has the ultimate responsibility for ensuring that the Teacher Performance Evaluation System is executed faithfully and effectively in the school. For an evaluation system to be meaningful, it must provide its users with relevant and timely feedback. As such, administrators other than the site administrator, such as assistant principals, may be designated by the site administrator to supervise, monitor, and assist with the multiple data source collection. The site administrator remains informed of the assessment process and is responsible for the summative evaluation of the teachers.

## TEACHER PRACTICE MEASURES

A fair and equitable performance evaluation system for the role of a professional acknowledges the complexities of the job. Thus, multiple data sources are necessary to provide for a comprehensive and authentic “performance portrait” of the teacher’s work. Four data sources are required for the practice portion of teacher evaluation including: Observation, Documentation Log, Surveys, and Professional Goal Setting Plan, which includes the SLO, Self-Assessment and Professional Practice Goal. These data sources are briefly described in Figure 5.

Figure 5: *Data Sources for Teacher Evaluation*

<b>Data Source</b>	<b>Definition</b>
Observations	Formal classroom observations focus directly on the six teacher performance standards. Informal observations are intended to provide more frequent information on a wider variety of contributions made by the teacher. Evaluators are encouraged to conduct observations by visiting classrooms, observing instruction, and observing work in non-classroom settings.
Documentation Log	Documentation Logs include both specific required artifacts and teacher-selected artifacts that provide evidence of meeting selected performance standards.
Surveys	Learner surveys provide information to teachers about perceptions of job performance. Based on the information gathered the teacher develops strategies for professional growth.
Professional Goal Setting Plan	A plan documented in MyLearningPlan OASYS that allows the teacher to complete the Student Learning Objective (SLO) process prior to completing the Self-Assessment of Professional Practice and setting a Professional Practice Goal (PPG). Setting the SLO prior to completing the Self-Reflection provides a greater opportunity to improve student achievement/program development.



## Observations

Observations are intended to provide information on a wide variety of contributions made by teachers in the classroom or to the school community as a whole. Administrators are continually observing in their schools by walking through classrooms and non-instructional spaces, attending meetings, and participating in school activities.

### Formal Classroom Observations

Evaluators use classroom observations as one source of information to determine whether a teacher is meeting the performance standards. Teachers will have a minimum of one 45 minute formal observation or two 20 minute observations in the summary year. New teachers (with or without prior experience) or teachers in need of improvement will be formally observed on an annual basis.

It is recommended that one unannounced formal observation also be completed in the non-summary year(s). See APPENDIX A for 2 and 3 Year Evaluation Cycle recommendations. Additional formal observations for any teacher may be conducted at the discretion of the evaluator.

Evaluators will use an appropriate observation form (see Part III Forms) to provide targeted feedback on teachers' effectiveness related to the performance standards. Typically within five working days the evaluator will provide feedback from the formal observation through a post-conference with the teacher.

### Pre-Observation/Post-Observation Conferences

Discussions between teachers and evaluators take place throughout the year, and can be formal conferences or informal means of delivering feedback (written or verbal). At least one of the formal observations must include both a pre- and post-observation discussion.

### Informal Observations

Informal observations are of shorter duration and are documented using an appropriate observation form (see Part III Forms). Evaluators are required to conduct three informal observations over the teacher's evaluation cycle with a required duration of 15 minutes. Additional informal observations may be conducted for any teacher at the discretion of the evaluator. Two informal observations must take place in the summary year.

New teachers or teachers in need of improvement will be informally observed three times over the course of the annual evaluation cycle.

Evaluators will provide feedback from informal observations through any appropriate means.

### Documentation Log

The purpose of the Documentation Log is to provide evidence of performance related to specific standards. **There are three items required in the Documentation Log:**

- evidence of the use of baseline and periodic assessments,
- a professional development log, and (See APPENDIX E for sample of Professional Development Log),
- a communication log, (see APPENDIX D for sample Communication Log).

Districts may opt to require additional artifacts for each standard. If the teacher feels additional artifacts would enhance his or her evaluation, additional artifacts may be added upon evaluator request and/or teacher choice. Districts may limit the number of artifacts per standard. A maximum of three artifacts per standard is recommended per evaluation cycle.

These documents provide evaluators with information they likely would not receive in an observation. Specifically, the Documentation Log requires that the teacher self-reflect on the artifacts, allowing demonstration of quality work, and creating a basis for two-way communication with an evaluator. The emphasis is on the quality of work, not the quantity of materials presented.

New teachers and teachers in need of improvement will meet with evaluator to review their Documentation Log by mid-year. Teachers on continuing contract will maintain their Documentation Log for the duration of their evaluation cycle. Artifacts will be archived according to the school year during which they were collected or may be open for the entire evaluation cycle at the discretion of the district.

## **Documentation Log Description**

A Documentation Log:

- **must include the required documentation for the *Assessment For and Of Learning and Professionalism* standards,**
- is one component of a multi-source evaluation and compliments the observation, goal setting plan and survey components of the teacher evaluation system prior to the summary evaluation, and
- is a collection of artifacts with reflections that provides evidence and support for meeting performance standards.

In addition, a Documentation Log:

- is kept as electronic files in MyLearningPlan OASYS,
- is a work in progress and is to be updated regularly throughout the evaluation cycle,
- is available for review by administrator.

Figure 6 shows examples of items that may be included in the Documentation Log. This is not a limited list. It also indicates those items that are required.

Figure 6: *Sample Items in a Documentation Log*

<b>Performance Standards</b>	<b>Required Artifacts</b>	<b>Artifact Types &amp; Examples of Evidence</b>
1. Professional Knowledge	<i>Teacher selected artifacts</i>	<ul style="list-style-type: none"> <li>• Transcripts of coursework</li> <li>• Professional Development certificates</li> <li>• Annotated list of instructional activities</li> <li>• Lesson/intervention plan</li> <li>• Journals/notes that represent reflective thinking and professional growth</li> <li>• Samples of innovative approaches developed by teacher</li> </ul>

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<b>Performance Standards</b>	<b>Required Artifacts</b>	<b>Artifact Types &amp; Examples of Evidence</b>
2. Instructional Planning	<i>Teacher selected artifacts</i>	<ul style="list-style-type: none"> <li>• Differentiation in lesson planning and practice</li> <li>• Analysis of classroom assessment</li> <li>• Data driven curriculum revision work</li> <li>• Sample lesson or unit plan</li> <li>• Course syllabus</li> <li>• Intervention plan</li> <li>• Substitute lesson plan</li> <li>• Annotated learning objectives</li> </ul>
3. Instructional Delivery	<i>Teacher selected artifacts</i>	<ul style="list-style-type: none"> <li>• Annotated photographs of class activities</li> <li>• Handouts or sample work</li> <li>• Video/audio samples of instructional units</li> </ul>
4. Assessment For and Of Learning	<p>Documentation includes use of baseline and periodic assessments</p> <p>Other documentation: <i>Teacher selected artifacts</i></p>	<ul style="list-style-type: none"> <li>• Samples of baseline and periodic assessments given</li> <li>• Samples of both formative and summative assessment</li> <li>• Graphs or tables of student results</li> <li>• Records within electronic curriculum mapping tool</li> <li>• Brief report describing your record keeping system and how it is used to monitor student progress</li> <li>• Copy of scoring rubrics</li> <li>• Photographs or photocopies of student work with written comments</li> <li>• Samples of educational reports, progress reports or letters prepared for parents or students</li> <li>• Copy of disaggregated analysis of student achievement scores on standardized test</li> <li>• Copy of students' journals of self-reflection and self-monitoring</li> </ul>
5. Learning Environment	<i>Teacher selected artifacts</i>	<ul style="list-style-type: none"> <li>• List of classroom rules with brief explanation of the procedures used to develop and reinforce them</li> <li>• Schedule of daily classroom routines</li> <li>• Explanation of behavior management philosophy and procedures</li> </ul>
6. Professionalism	<p>Professional Development Log and Communication Log</p> <p>Other documentation: <i>Teacher selected artifacts</i></p>	<ul style="list-style-type: none"> <li>• Record of professional development taken or given</li> <li>• Record of communication</li> <li>• Record of participation in extracurricular activities and events</li> <li>• Record of professional development taken or given</li> <li>• Examples of collaborative work with peers</li> <li>• Evidence of communication with students, families, colleagues, and community</li> <li>• Copy of classroom newsletter or other parent information documents</li> <li>• Sample copy of interim reports</li> <li>• Self-assessment</li> <li>• Standards-based strategies for growth</li> </ul>

While the preceding paragraphs have referred to the teacher providing his or her own documentation as evidence of meeting the performance standards, evaluators are free to maintain their own documentation (e.g., evaluator notes or a running record) relative to the teacher's performance. This material can be uploaded into the Documentation Log.

## **Surveys**

The purpose of the learner survey is to collect information that will help teachers reflect on their practice (i.e., for formative evaluation); in other words, to provide feedback directly to the teacher for growth and development. Four different versions of possible surveys are provided to reflect developmental differences. (see APPENDIX C for samples).

Teachers are required to conduct learner surveys twice each year.

- All teachers should survey their students prior to October 15<sup>th</sup>.
  - New teachers should survey the same cohort of students for a second time prior to December 15<sup>th</sup> and complete the survey analysis,
  - Continuing contract teachers should survey the same cohort of students a second time prior to February 15<sup>th</sup> and complete the survey analysis.
- Teachers may add additional questions to the surveys at their discretion with approval by the evaluator. Surveys that are not used from the guidebook need to be approved by the evaluator.

Teachers will fill out the Learner Survey Growth Plan by October 15<sup>th</sup> (see Part III Forms). All teachers will complete the Learner Survey Analysis (by December 15<sup>th</sup> for new teachers) and by February 15<sup>th</sup> for continuing contract teachers (see Part III Forms). The teacher retains sole access to the results of the learner surveys, but will submit both the Learner Survey Growth Plan and the Learner Survey Analysis in MyLearningPlan OASYS.

## **Professional Goal Setting**

The teacher evaluation system requires teachers to create student goal, complete a self-assessment, and complete an educator practice goal through a Professional Goal Setting Plan.

The Goal Setting Plan Includes:

- A. Student Learning Objective (SLO) Process – Selecting, monitoring and scoring SLOs collaboratively with evaluators and/or peers. A quality SLO process is characterized by the following critical features: At the beginning of each year, educators are required to write one goal statement that supports student learning. APPENDIX B provides questions teachers may consider when developing the SLO. SLOs are detailed, measurable goals for student academic outcomes to be achieved in a specific period of time (typically an academic year), informed by analysis of prior data, and developed collaboratively by educators.
- |                              |                                       |
|------------------------------|---------------------------------------|
| 1) Baseline Data & Rationale | 5) Interval                           |
| 2) Alignment                 | 6) Evidence Sources                   |
| 3) Student Population        | 7) Instructional Strategies & Support |
| 4) Targeted Growth           | 8) Scoring                            |
- B. Self Assessment
- During year one of the evaluation cycle or annually for a new or need of improvement teacher completion of a comprehensive self-assessment of professional practice is required.

Teachers reflect on their strengths, and strategies for growth as related to the six performance standards. Teachers should consider all relevant information including previous feedback from their evaluator, survey results, and student growth measures if available. If using a three year evaluation cycle, in years two and three the district may require teachers to focus on one or two performance standards while completing the self reflection or comprehensively reflect on all six performance standards each year.

**C. Professional Practice Goal (PPG)**

A Professional Practice Goal (PPG) is a goal focused on an educator's practice. Teachers will develop one practice-related goal annually. This goal is not scored, but serves to align an educator's SLO to his or her professional practice. Based on areas that may need improvement, teachers can develop one professional practice goal to be shared with their evaluator for ideas on strategies they might use to help achieve the goal.

After developing the SLO and reviewing the self assessment teachers will develop one Professional Practice Goal (PPG), that when aligned to the SLO may increase success in student learning. Teachers will document the PPG in the Goal Setting Plan and reference the relevant SLO if applicable. Teachers may write a PPG that involves practices they want to improve that are not necessarily related to the SLO. It is highly recommended, not required that the PPG supports the SLO.

**D. Goal Setting Process**

**Year 1** - Collaborate with peers and or building leadership team.

- Complete SLO process
- Complete comprehensive Self Assessment of Professional Practice
- Set Professional Practice Goal (PPG)

**Year 2** - Collaborate with peers

- Complete SLO process
- Utilizing data from Self-Assessment of Professional Practice focus in one or two standards and complete PPG

• **Summary year (Year 3)**

- Complete SLO process
- Utilizing data from Self-Assessment of Professional Practice focus on one or two Standards and complete PPG.

## **Student Learning Objectives**

### **Using a Balanced Assessment Framework to Support the SLO Process**

Educators use a variety of assessment tools to gather data about student performance when establishing an SLO goal. There are three different “families” of assessment tools in a balanced assessment framework:

- **Benchmark (or Interim) Assessments:** Periodic diagnostic or progress assessments that benchmark and monitor progress.
- **Formative Assessments:** Daily, ongoing evaluations that quickly and immediately inform instructional practices that support student learning.
- **Summative Assessments:** Large scale standardized assessments that evaluate cumulative student learning.

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Every assessment tool has a specific intended use for measuring student learning. Determining the best assessment tool to use depends on aspects of the need, such as:

- The **specificity** of data needed
- The **kind** of data needed
- The **timing** of the assessment or amount of time between assessments
- The **frequency** of reassessment for the same information

A critical aspect of the SLO process is to evaluate how the decisions, practices and strategy choices that an educator makes in planning for and delivering instruction ultimately affect student progress toward a goal. Multiple measurements and assessments used as part of a balanced assessment framework are beneficial in helping educators triangulate data, validate practices, and support informed choices that lead to increased student outcomes.

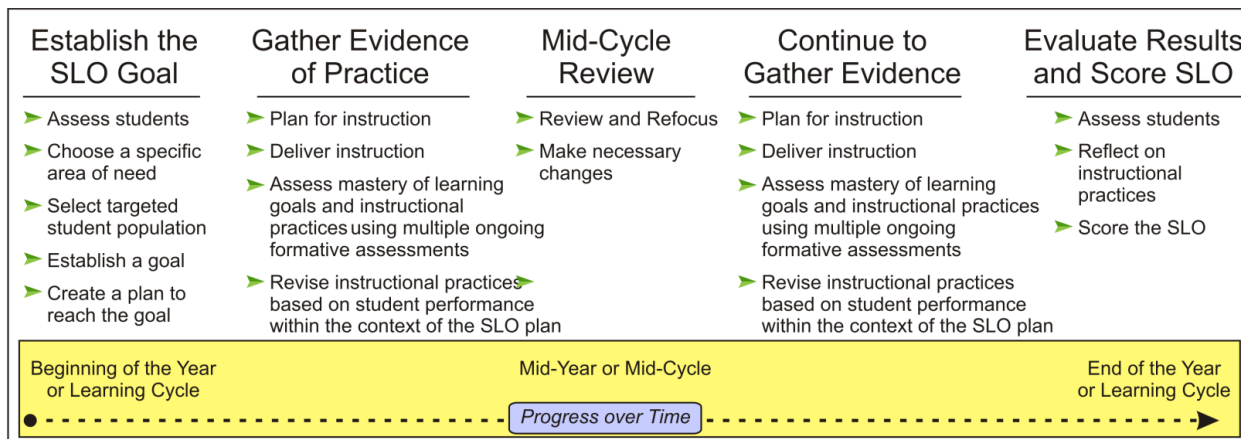
It is also important to remember that how an assessment tool is used can change what kind of assessment tool it is. For instance, an assessment commonly used 2-3 times a year as a benchmark (interim) assessment (ex. Measures of Academic Progress-MAP) could become a summative assessment if it was only used once a year, at the end of a school year, to measure the growth from the previous school year to that point.

The scope of what the assessment tool measures must match the amount of instruction or skills being assessed. For instance, formative assessment tools are intended to be used frequently and to assess fairly small amounts of progress, or to assess student mastery of smaller skills that support progress toward the larger goal. Summative assessments measure complex sets of skills or learning over a longer period of time.

### The SLO Process: An Annual Goal Setting Process

The SLO process consists of five main elements spread out over a school year or learning cycle:

- Establishing an appropriate SLO goal and plan to reach the goal,
- Gathering evidence of instructional practices leading to improved student outcomes,
- Conducting a mid-year or mid-cycle review of progress,
- Continue to gather evidence,
- Evaluating the final results and scoring the educator's SLO progress and outcomes.



## **Beginning of Year**

**Years 1 & 2:** Working collaboratively with their evaluator or a peer, educators draw upon the SLO Process to develop one SLO and document the goal within MyLearningPlan OASYS.

**Summary Year:** Working collaboratively with their evaluator during the Evaluation Planning Conference, educators draw upon the SLO Process to review year 1 and year 2 non-summary SLOs as well as develop one new SLO and document the goal within MyLearningPlan OASYS.

## **Middle of Interval**

**Years 1 & 2:** Working collaboratively with their evaluator or a peer, educators draw upon the SLO Process to monitor progress towards SLO goals across the year and adjust instructional strategies accordingly. Educators can also use the SLO Process to consider a mid-year adjustment to their SLO goal based on data collected through the progress monitoring process.

**Summary Year:** Working collaboratively with their evaluator, educators draw upon the SLO Process to monitor progress towards SLO goals across the year and adjust instructional strategies accordingly. Educators and evaluators can also use the Process to consider a mid-year adjustment to their SLO goal during the Mid-Interval Conference based on data collected through the progress monitoring process.

## **End of Interval**

**Years 1 & 2:** At the end of the SLO interval, educators draw upon all available evidence of their SLO implementation and progress, as well as the SLO Process Quality Indicators, to inform the selection of a self-score using the SLO Scoring Rubric. Educators document the individual SLO score in MyLearningPlan OASYS. If additional SLOs are completed, the educator individually scores each additional SLO.

**Summary Year:** At the end of the SLO interval, educators draw upon all available evidence of their SO implementation and progress, as well as the SLO Process, to inform the selection of a self-score using the SLO Scoring Rubric. Educators document the SLO score in MyLearningPlan OASYS. Prior to the Final Evaluation Conference, evaluators review all SLOs (Years 1 & 2 and Summary year) and their supporting documentation as evidence towards a final, holistic SLO score. Evaluators draw upon the SLO Process Quality Indicators to inform the determination of the holistic score using the SLO Scoring Rubric. Evaluators document the holistic score into MyLearningPlan OASYS. During the Final Evaluation Conference, evaluators discuss collaboratively with educators the SLO implementation and progress across the rating cycle and the resulting holistic score. Figure 7 explains the criteria for developing SLOs.

*Figure 7: Criteria for Developing SLOs*

<b>Specific:</b>	The SLO is focused, by content area, or by learners' needs as examples.
<b>Measurable:</b>	An appropriate instrument/measure is selected to assess the SLO.
<b>Attainable:</b>	The SLO is rigorous, but reasonably feasible.
<b>Results-based:</b>	The SLO focuses on relevant outcomes and is aligned with building/district expectations.
<b>Time-bound:</b>	The SLO is contained within a specified time period.

Although SLOs may be based on growth or attainment, in general, they are intended to emphasize growth. ASLO based on growth measures progress, while a SLO based on attainment requires learners to demonstrate a specified level of knowledge or skill.

## SMART Goal Guidelines

The Wisconsin Educator Effectiveness System encourages the use of SMART goals when setting both professional practice and SLO goals. The concept of SMART goals was developed in the field of performance management. SMART is an acronym standing for **Specific, Measureable, Attainable, Results-based, and Time-bound**.

**Specific** goals are those that are well-defined and free of ambiguity or generality. The consideration of “W” questions can help in developing goals that are specific:

What?—Specify exactly what the goal seeks to accomplish.

Why?—Specify the reasons for, purposes or benefits of the goal.

Who?—Specify who this goal includes or involves.

When?—Specify the timeline for the attainment of the goal.

Which?—Specify any requirements or constraints involved in achieving the goal.

**Measurable** goals are those which have concrete criteria for measuring progress toward their achievement. They tend to be quantitative (how much/ how many?) as opposed to qualitative (what’s it like?), as in, how will you be able to prove your progress towards your goal?

**Attainable** goals are those that are reasonably achievable. Goals that are too lofty or unattainable will result in failure, but at the same time, they should involve extra effort to achieve. In either extreme (too far-reaching or sub-par), goals become meaningless.

**Results-based** goals are those that are aligned with the expectations and direction provided by the district or building goals. They are goals that focus on results and are relevant to the mission of an organization such as a school, helping to move the overall effort of a school forward.

**Time-bound** goals occur within a specified and realistic timeframe. Often in schools, this timeframe may be a school year.


## SLO Process & Scoring Guide

To support Wisconsin educators and evaluators through the annual SLO process, DPI developed this SLO Process Guide and SLO Toolkit. A quality SLO process is characterized by several critical features—the Process Guide lists these features and aids formative conversations associated with the creation and ongoing monitoring of SLO implementation and progress. Additionally, this Process Guide can also support final SLO scoring discussions, as final SLO scores now incorporate the impact of quality SLO processes. Educators and evaluators can use the third column within the Process Guide to record their collaborative conversations or to document self-reflections. Figure 8 explains the SLO Process Guide.



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Figure 8: *SLO Process Guide*

SLO Quality Indicators		Reflections/Feedback/Notes for Improvement
<b>Baseline Data and Rationale</b>		
The educator used multiple data sources to complete a thorough review of student achievement data, including subgroup analysis.		
The data analysis supports the rationale for the SLO goal.		
The baseline data indicates the individual starting point for each student included in the target population.		
<b>Alignment</b>		
The SLO is aligned to specific content standards representing the critical content for learning within a grade-level and subject area.		
The standards identified are appropriate and aligned to support the area(s) of need and the student population identified in baseline data.		
The SLO is stated as a SMART goal.		
<b>Student Population</b>		
The student population identified in the goal(s) reflects the results of the data analysis.		
<b>Targeted Growth</b>		
Growth trajectories reflect appropriate gains for students, based on identified starting points or benchmark levels.		
Growth goals are rigorous, yet attainable.		
Targeted growth is revisited based on progress monitoring data and adjusted if needed.		
<b>Interval</b>		
The interval is appropriate given the SLO goal.		
The interval reflects the duration of time the target student population is with the educator.		
Mid-point checks are planned, data is reviewed, and revisions to the goal are made if necessary.		
Mid-point revisions are based on strong rationale and evidence supporting the adjustment mid-course.		
<b>Evidence Sources</b>		
The assessments chosen to serve as evidence appropriately measure intended growth goals/learning content.		
Assessments are valid, reliable, fair, and unbiased for all students/target population.		
The evidence reflects a balanced use of assessment data.		
Progress is continuously monitored and an appropriate amount of evidence can be collected in time for use in the final summary conference.		
Teacher-created rubrics, if used to assess student performance, have well crafted performance levels that: <ul style="list-style-type: none"> <li>Clearly define levels of performance;</li> <li>Are easy to understand;</li> <li>Show a clear path to student mastery.</li> </ul>		

<b>Instructional (for teachers) and Leadership (for principals) Strategies and Support</b>		
Strategies reflect a differentiated approach appropriate to the target population.		
Strategies were adjusted throughout the interval based on formative assessment and progress monitoring data.		
Collaboration with others—teachers, specialists, instructional coaches, Assistant Principals—is indicated when appropriate.		
Appropriate professional development opportunities are addressed.		
<b>Scoring</b>		
Accurately and appropriately scored the SLO.		
Score is substantiated by student achievement data.		

## SLO Scoring Rubric

Both educators and evaluators will use the SLO Scoring Rubric (see below) to determine SLO scores. Educators will self-score their individual SLO in all years (Summary and Supporting Years). Evaluators will assign a holistic SLO score considering all SLOs—the SLO implementation and student progress. Using the SLO Scoring Rubric, evaluators determine an educator’s holistic SLO score by identifying the rubric level which best describes the educator’s SLO implementation process and student growth, drawing upon the preponderance of evidence. This method of scoring ensures a holistic approach is taken. It allows evaluators to recognize student growth as well as professional growth across the SLO cycle, which aligns with the purpose of the Wisconsin EE System. The holistic score is the final SLO score that will factor into an educator’s Student Outcomes Summary Score. Figure 9 explains the SLO Scoring Rubric. The holistic scoring is completed in the Summative Report (see Part III Forms).

Figure 9: *SLO Scoring Rubric*

<b>Score</b>	<b>Criteria</b>	<b>Description (not exhaustive)</b>
<b>4</b>	Student growth for SLO has <b>exceeded</b> the goal.  Educator engaged in a comprehensive, data-driven SLO process that resulted in exceptional student growth.	Evidence indicates the targeted population’s growth exceeded the expectations described in the goal.  Educator set rigorous superior goal; skillfully used appropriate assessments; continuously monitored progress; strategically revised instruction based on progress monitoring data.
<b>3</b>	Student growth for SLO has <b>met</b> goal.  Educator engaged in a data-driven SLO process that resulted in student growth.	Evidence indicates the targeted population met the expectations described in the goal.  Educator set attainable goal; used appropriate assessments; monitored progress; adjusted instruction based on progress monitoring data.
<b>2</b>	Student growth for SLO has <b>partially met</b> the goal.  Educator engaged in a SLO process that resulted in inconsistent student growth.	Evidence indicates the targeted population partially met expectations described in the goal.  Educator set a goal; used assessments; inconsistently monitored progress; inconsistently or inappropriately adjusted instruction.
<b>1</b>	Student growth for SLO has <b>not met</b> the goal.  Educator engaged in a SLO process that resulted in minimal or no student growth.	Evidence indicates the targeted population has not met the expectations described in the goal.  Educator set inappropriate goal; inconsistently or inappropriately used assessments; failed to monitor progress; failed to adjust instruction based on progress monitoring data.

## RATING TEACHER PERFORMANCE

Formal evaluation of performance quality typically occurs at the summative evaluation stage, which comes at the end of the evaluation cycle (e.g., school year). The ratings for each performance standard are based on multiple sources of information and are completed only after pertinent data from all sources have been reviewed. Ratings are made at the performance standard level, NOT at the performance indicator level.

Teachers will be rated on all six performance standards using a performance appraisal rubric (see Part II Performance Standards). As previously discussed, the rubric is a behavioral summary scale that describes acceptable performance levels for each teacher performance standard. The scale states the measure of performance expected of teachers and provides a general description of what each rating entails. Teachers are expected to perform at the *Effective* level. Included in the teacher performance rating are the diagnostic rating of six performance standards and an interim performance review if applicable resulting in a single summative rating.

### Interim Performance Review

All new teachers and teachers in need of improvement will receive a mid-year interim review to provide systematic feedback prior to the summative review. These teachers will be evaluated using multiple data sources to determine that the teacher has shown evidence of each of the performance standards. Evaluators will use the Interim Performance Report (see Part III Forms) and should discuss the results with the teacher at an interim evaluation conference. During the conference, evaluators also provide mid-year feedback on the Documentation Log, Survey results and the progress students are making toward the objective identified in the SLO.

### Diagnostic Rating of Six Performance Standards

In making judgments for the summative assessment on each of the six teacher performance standards, the evaluator should determine where the “**preponderance of evidence**” exists, based on evidence from the multiple data sources. Preponderance of evidence as used here is intended to mean the overall weight of evidence. In other words, as applied to the four-point rating scale, the evaluator should ask, “In which rating category does the preponderance of evidence fall?” In many instances, there will be performance evidence that may fit in more than one category. When aggregating the total set of data and making a summative decision, the question to be asked is, “In which rating category does the evidence best fit?”

### Single Summative Rating

In addition to receiving a diagnostic rating for each of the six performance ratings, the teacher will receive a single summative evaluation rating at the conclusion of the evaluation cycle. This summative rating will reflect an overall evaluation rating for the teacher. The intent is not to replace the diagnostic value of the six performance standards; rather it is to provide an overall rating of the teacher’s performance.

The overall summative rating will be judged as *Distinguished*, *Effective*, *Developing/Needs Improvement*, or *Unacceptable*. Each performance standard is equally weighted. Figure 10 explains the Summative Scoring Rules. The summative rating is completing on the Summative Report (see Part III Forms).

Figure 10: *Summative Scoring Rules*

<b>Performance Level Rating</b>	<b>Score Range</b>
<b>Distinguished</b>	<b>21-24</b>
<b>Effective</b>	<b>16-20</b>
<b>Developing/Needs Improvement</b>	<b>12-15</b>
<b>Unacceptable</b>	<b>6-11</b>

- If the teacher has an *Unacceptable* rating on one or more of the six performance standards, he or she will receive an overall performance rating of *Unacceptable*.
- If the teacher has two or more *Needs Improvement* ratings or three or more *Developing* ratings from among the six performance standards, he or she will receive an overall performance rating of *Developing/Needs Improvement*.

A performance improvement plan will be required if a teacher received a single summative rating of unacceptable or received two or more needs improvement or three or more developing ratings.

The single summative rating communicates an overall rating level. Figure 11 explains the four levels of ratings.

Figure 11: *Overall Rating Levels*

<b>Cat.</b>	<b>Description</b>	<b>Definition</b>
<b>Distinguished</b>	The teacher performing at this level maintains performance, accomplishments, and behaviors that consistently surpass the established performance standard, and does so in a manner that exemplifies the school's mission and goals. This rating is reserved for performance that is truly exemplary and is demonstrated with significant student learning gains.	Distinguished performance: <ul style="list-style-type: none"> <li>• sustains high performance over a period of time</li> <li>• empowers students and consistently exhibits behaviors that have a strong positive impact on student learning and the school climate</li> <li>• may serve as a role model to others</li> </ul>
<b>Effective</b>	The teacher meets the performance standard in a manner that is consistent with the school's mission and goals and has a positive impact on student learning gains.	Effective performance: <ul style="list-style-type: none"> <li>• consistently meets the requirements contained in the standards as expressed in the evaluation criteria</li> <li>• engages students and exhibits behaviors that have a positive impact on student learning and the school climate</li> <li>• demonstrates willingness to learn and apply new skills</li> </ul>
<b>Developing/ Needs Improvement</b>	The teacher's performance is inconsistent in meeting the established performance standard and/or in working toward the school's mission and goals which results in below average student learning gains. The teacher may be starting to exhibit desirable traits related to the standard, (but due to a variety of reasons) has not yet reached the full level of proficiency expected (i.e., developing) or the teacher's performance is lacking in a particular area (i.e., needs improvement).	Developing/Needs Improvement performance: <ul style="list-style-type: none"> <li>• requires support in meeting the standards</li> <li>• results in less than expected quality of student learning</li> <li>• leads to areas for teacher professional growth being jointly identified and planned between the teacher and evaluator</li> </ul>

Cat.	Description	Definition
Unacceptable	The teacher consistently performs below the established performance standard or in a manner that is inconsistent with the school's mission and goals and results in minimal student learning gains.	Unacceptable performance: <ul style="list-style-type: none"> <li>• does not meet the requirements contained in the standards as expressed in the evaluation criteria</li> <li>• results in minimal student learning</li> <li>• may contribute to a recommendation for the teacher not being considered for continued employment</li> </ul>

## Frequency of Summary Evaluation

All teachers will be evaluated summatively as prescribed by district policy i.e. three year evaluation cycle. Summary evaluations are to be completed and rating scores submitted to DPI by June 30th. Figure 12 details the evaluation timeline for teachers. As illustrated, the procedures for evaluating the performance of teachers rely on multiple data sources, including, but not limited to, observations, documentation logs, surveys and the professional goal setting plan.

If non-renewal of a teacher is anticipated, the summary evaluation ideally will occur at least one semester prior to the end of school year, provided that the teacher has had an opportunity to complete all of the Performance Improvement Plan activities (described in the next section of this guidebook).

The teacher may request a review of the evidence in relation to an *Unacceptable* rating received on a summative evaluation in accordance with the policies and procedures of the school district.

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Figure 12: *Educator Performance Evaluation System Timeline*

Timeline	Educator Responsibilities	Evaluator Responsibilities
September	Review student/program level data to identify area(s) of need for SLO.	
September	Identify targeted student/program populations and evidence sources	
September early October	Administer appropriate baseline measure of student knowledge or program starting point and set growth targets for SLO	
By October 15(earlier for semester/trimester long SLOs)	Complete Professional Practice Goal Setting Plan	
By October 15	Prepare and collaboratively discuss SLO	
By October 15	Survey students/clients and complete survey growth plan	Approve survey growth plans
By October 30		Review SLO with educator for new/in need of improvement and summary year educators
By October 30		Complete pre-conference, formal observation and post conference of new/in need of improvement educators
By December 15	New/ in need of improvement educators complete second student survey/client and survey analysis	Review survey analysis
By January 15		Complete pre-conference, formal observation and post conferences of continuing educators
Mid-Interval of SLO	Collaboratively review SLO data and complete the mid-interval section of professional goal setting review form	Conference with new/in need of improvement/summary year educators regarding the mid-interval section of the professional goal setting review form
By February 1		Complete Interim performance report and conference with all new/in need of improvement educators
By February 15		Complete unannounced formal observation of educators in year 2 of 3 year cycle or in year 1 of 2 year cycle
By February 15	Continuing educators complete second survey and complete survey analysis	Approve survey analysis
By May 15	Complete documentation log	Review documentation log for new/in need of improvement/summary year educators
End of Interval SLO	Collaboratively review SLO data and complete the end of interval review section on the professional goal setting review form	Review SLO data with educator for new/in need of improvement and summary year educators
End of Interval SLO	Score the SLO	Holistically score SLO for new/in need of improvement and summary year educators
By End of School Year		Complete all informal observations
By End of School Year		Complete summative evaluations/conferences
June 30 (DPI Mandated)		Deadline for entering summary scores into MyLearningPlan

## IMPROVING PROFESSIONAL PERFORMANCE

Supporting teachers is essential to the success of schools. Many resources are needed to assist teachers in growing professionally. Sometimes additional support is required to help teachers develop so that they can meet the performance standards.

Two tools are provided in the Teacher Performance Evaluation System that may be used at the discretion of the evaluator. The first is the Support Dialogue, a school-level discussion between the evaluator and the teacher. It is a conversation about individual performance in order to address the teacher's needs. The second is the Performance Improvement Plan that has a more formal structure and is used for notifying a teacher of unacceptable performance or performance that needs improvement. Both tools may be used for all teachers, regardless of contract status. The tools may be used independently of each other. Figure 13 shows the differences between the two processes.

Figure 13: *Tools to Increase Professional Performance*

	Support Dialogue	Performance Improvement Plan
<b>Purpose</b>	For teachers who are in need of additional support. These teachers attempt to fulfill the standard but are often ineffective.	For teachers whose work is unacceptable or needs improvement
<b>Initiates Process</b>	Evaluator, administrator, or teacher	Evaluator*
<b>Documentation</b>	Form provided: None  Memo or other record of the discussion/other forms of documentation at the building/work site level	Form required: <i>Performance Improvement Plan</i>  Building/Work site Level  Human Resource Department is notified
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• Performance improves to effective level—no more targeted support</li> <li>• Some progress – continued support</li> <li>• Little or no progress – the teacher may be moved to a <i>Performance Improvement Plan</i></li> </ul>	Form required: <i>Results of Performance Improvement Plan</i> <ul style="list-style-type: none"> <li>• Sufficient improvement – recommendation to continue employment</li> <li>• Inadequate improvement – recommendation to non-renew or dismiss the teacher</li> <li>• Will remain on Performance Improvement Plan</li> </ul>

\*The evaluator for teachers may be the principal or district supervisor. If a designee, an assistant principal, for example, has been collecting documentation such as observations, the evaluator and the principal confer about the Performance Improvement Plan. The evaluator is responsible for the overall supervision of personnel in the work site/department/school and as such monitors the Performance Improvement Plan and makes the recommendation to the superintendent about the teacher's progress.

## Support Dialogue

The Support Dialogue is initiated by evaluators or teachers at any point during the school year for use with personnel whose professional practice would benefit from additional support (see Part III Forms). It is designed to facilitate discussion about the area(s) of concern and ways to address those concerns. During the initial session, both parties share what each will do to support the teacher's growth (see sample prompts below), and decide when to meet again. After the agreed-upon time to receive support and implement changes in professional practice has elapsed, the evaluator and teacher meet again to discuss the impact of the changes (see sample follow-up prompts below). The entire Support Dialogue process is intended to be completed within a predetermined time period as it offers targeted support.

The desired outcome is that the teacher's practice has improved to an effective level. In the event that improvements in performance are still needed, the evaluator makes a determination to either extend the time of the support dialogue because progress has been made, or to allocate additional time or resources. If the necessary improvement is not made, the teacher may be placed on a Performance Improvement Plan. Once placed on a Performance Improvement Plan, the teacher will have a predetermined time period to demonstrate that the identified deficiencies have been corrected. Sample prompts for the initial and follow-up conversations are shown below in Figure 14.

Figure 14: *Sample Prompts*

***Sample Prompts for the Initial Conversation***

What challenges have you encountered in addressing \_\_\_\_\_ (tell specific concern)?

What have you tried to address the concern of \_\_\_\_\_ (tell specific concern)?

What support do you need in order to address your concerns?

***Sample Prompts for the Follow-Up Conversation***

Last time we met, we talked about \_\_\_\_\_ (tell specific concern). What has gone well?

What has not gone as well?

## Performance Improvement Plan

If a teacher's performance does not meet the expectations established by the school, the teacher may be placed on a Performance Improvement Plan (see Part III Forms).

A Performance Improvement Plan is designed to support a teacher in addressing areas of concern through targeted supervision and additional resources. It may be used by an evaluator at any point during the year for a teacher whose professional practice would benefit from additional support. Additionally, a Performance Improvement Plan will be required if a teacher receives a single summative rating of *Unacceptable*. As discussed earlier, an overall *Unacceptable* rating will occur when:

- the teacher has an *Unacceptable* rating on one or more of the six performance; or
- the teacher has two or more *Needs Improvement* ratings or three or more *Developing* ratings from among the six performance standards.



## Implementation of Performance Improvement Plan

When a teacher is placed on a Performance Improvement Plan, the evaluator must:

- provide written notification to the teacher of the area(s) of concern that need(s) to be addressed,
- formulate a Performance Improvement Plan,
- review the results of the Performance Improvement Plan with the teacher immediately following the predetermined time period, or according to the specifically established target dates.

Assistance may include:

- support from a professional peer or supervisor, or
- conferences, classes, and workshops on specific topics, and/or
- other resources to be identified.

## Resolution of Performance Improvement Plan

Prior to the evaluator making a final recommendation, the evaluator will meet with the teacher to review progress made on the Performance Improvement Plan using the Teacher Results of Performance Improvement Plan form (see Part III Forms). The options for a final recommendation are:

- Sufficient improvement has been achieved; the teacher is no longer on a Performance Improvement Plan and is rated *Effective*.
- Partial improvement has been achieved but more improvement is needed; the teacher remains on a Performance Improvement Plan and is rated *Developing/Needs Improvement*,
- Little or no improvement has been achieved; the teacher is rated *Unacceptable*.

When a teacher is rated *Unacceptable*, the teacher may be recommended for dismissal. If not dismissed, a new improvement plan will be implemented. Following completion of the Performance Improvement Plan, if the teacher is rated *Unacceptable* a second time, the teacher will be recommended for dismissal.

## Request for Review of an Unacceptable Rating

The teacher may request a review of the evidence in relation to an *Unacceptable* rating received on a summative evaluation, or as a result of a Performance Improvement Plan, in accordance with the policies and procedures of the school district.

## PART II: PERFORMANCE STANDARDS

Teachers are evaluated on the performance standards using the performance appraisal rubrics at the bottom of each page in this section. The performance indicators are provided as samples of activities that address the standard. **The list of performance indicators is not exhaustive, is not intended to be prescriptive, and is not intended to be a checklist. Further, all teachers are not expected to demonstrate each performance indicator.**

<p><b>Performance Standard 1: Professional Knowledge</b></p> <p><i>The teacher demonstrates an understanding of the curriculum, subject content, and diverse needs of students by providing meaningful learning experiences.</i></p>
<p><b>Sample Performance Indicators</b></p> <p><i>Examples may include, but are not limited to:</i></p> <p><b>The teacher:</b></p> <ol style="list-style-type: none"> <li>1.1 Effectively addresses appropriate curriculum standards (i.e., Common Core State Standards, WMAS) and other required standards (e.g., Disciplinary Literacy, ITLS, 21<sup>st</sup> Century Learning).</li> <li>1.2 Integrates key content elements and higher-level thinking skills in instruction.</li> <li>1.3 Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.</li> <li>1.4 Demonstrates accurate knowledge of the subject matter.</li> <li>1.5 Demonstrates skills relevant to the subject area(s) taught.</li> <li>1.6 Bases instruction on goals that reflect high expectations and understanding of the subject.</li> <li>1.7 Understands intellectual, social, emotional, and physical development of the age group.</li> <li>1.8 Uses precise language, correct vocabulary and grammar, and acceptable forms of communication as it relates to a specific discipline and/or grade level.</li> <li>1.9 Has knowledge and understanding of school, family, and community resources to help meet all students' learning needs.</li> <li>1.10 Demonstrates appropriate accommodations and modifications for diverse learners. (e.g., English learners, gifted learners, students with disabilities, etc.).</li> </ol>

<b>Distinguished*</b> <i>In addition to meeting the requirements for Effective...</i>	<b>Effective</b> <i>Effective is the expected level of performance.</i>	<b>Developing/ Needs Improvement</b>	<b>Unacceptable</b>
The teacher consistently demonstrates extensive content and pedagogical knowledge, regularly enriches the curriculum, and guides others in enriching the curriculum.	<b>The teacher demonstrates an understanding of the curriculum, subject content, and diverse needs of students by providing meaningful learning experiences.</b>	The teacher inconsistently demonstrates an understanding of curriculum, subject content, and student needs, or lacks fluidity in using the knowledge in practice.	The teacher inadequately demonstrates an understanding of curriculum, subject content, and student needs, or does not use the knowledge in practice.

*\*Teachers who are distinguished serve as role models and/or teacher leaders.*

## Contemporary Effective Teacher Research

*Contemporary research has found that an effective teacher:*

- Has a solid understanding of subject facts, concepts, principles, and the methods through which they are integrated cognitively, and this understanding facilitates the pedagogical thinking and decision making.<sup>1</sup>
- Facilitates planning units in advance to make intra- and interdisciplinary connections.<sup>2</sup>
- Plans for the context of the lesson to help students relate, organize, and make knowledge become a part of their long-term memory.<sup>3</sup>
- Identifies instructional objectives and activities<sup>4</sup> to promote students' cognitive and developmental growth.<sup>5</sup>
- Applies and integrates knowledge or skills to a particular population in a specific setting.<sup>6</sup>
- Understands that teaching is not merely stand-and-deliver; instead, it involves a specialized, complex, intricate, and constantly changing and renewing body of knowledge.<sup>7</sup>

### **Performance Standard 2: Instructional Planning**

*The teacher effectively plans using the approved curriculum, instructional strategies, resources, and data to meet the needs of all students.*

#### **Sample Performance Indicators**

*Examples may include, but are not limited to:*

#### **The teacher:**

- 2.1 Aligns lesson objectives to approved curriculum using student learning data to guide planning.
- 2.2 Plans accordingly for pacing, sequencing content coverage, transitions, and application of knowledge.
- 2.3 Plans for differentiated instruction.
- 2.4 Develops appropriate long- and short-range plans and is able to adapt plans when needed.
- 2.5 Uses resources, including technology, to effectively communicate with stakeholders regarding the curriculum shared in their classroom.

<b>Distinguished*</b> <i>In addition to meeting the requirements for Effective...</i>	<b>Effective</b> <i>Effective is the expected level of performance.</i>	<b>Developing/ Needs Improvement</b>	<b>Unacceptable</b>
The teacher actively seeks and uses alternative data and resources, and regularly differentiates plans and modifies instruction to meet the needs of all students.	<b>The teacher effectively plans using the approved curriculum, instructional strategies, resources and data to meet the needs of all students.</b>	The teacher inconsistently uses the curriculum, effective strategies, resources, or data in planning to meet the needs of all students.	The teacher does not plan, or plans without adequately using the curriculum, or without using effective strategies, resources, or data to meet the needs of all students.

*\*Teachers who are distinguished serve as role models and/or teacher leaders.*

Contemporary Effective Teacher Research

*Contemporary research has found that an effective teacher:*

- Constructs a blueprint of how to address the curriculum during the instructional time.<sup>8</sup>
- Uses knowledge of available resources to determine what resources s/he needs to acquire or develop and uses criteria to evaluate resources such as appropriateness for grade level, alignment with national, state, or local standards, accuracy of information, the time allowed for the lesson or unit, and the learning benefits that come from using the resources.<sup>9</sup>
- Uses student assessment data to guide instructional decision making at the classroom level regarding what goals and objectives to address.<sup>10</sup>
- Takes into account the abilities of the students, their strengths and weaknesses, and their interest level while planning.<sup>11</sup>
- Sees consistency and organization of instructional activities as important because they allow the central focus of classroom time to be on teaching and learning.<sup>12</sup>
- Uses advanced organizers and graphic organizers, and outlines to organize learning to give students a “bird’s-eye-view” of what lies ahead while ensuring students understand the relationships between the various components of the unit or the overall curriculum.<sup>13</sup>
- Clearly identifies key knowledge, concepts, skills, and attitudes to be taught, and spaces learning over time so that students can be exposed to each main element of material on at least two occasions.<sup>14</sup>

**Performance Standard 3: Instructional Delivery**

*The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.*

**Sample Performance Indicators**

*Examples of may include, but are not limited to:*

**The teacher:**

- 3.1 Engages and maintains students in active learning (e.g., student collaboration, small group instruction, real world applications, project based learning).
- 3.2 Builds upon students’ existing knowledge and skills.
- 3.3 Uses a variety of effective instructional strategies.
- 3.4 Uses materials, technology, and resources to enhance student learning.
- 3.5 Differentiates and paces instruction to meet students’ needs.
- 3.6 Reinforces learning goals consistently throughout the lesson.
- 3.7 Communicates clearly and checks for understanding (e.g., multiple levels of questioning).

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<b>Distinguished*</b> <i>In addition to meeting the requirements for Effective...</i>	<b>Effective</b> <i>Effective is the expected level of performance.</i>	<b>Developing/ Needs Improvement</b>	<b>Unacceptable</b>
The teacher optimizes students' opportunities to learn by engaging them in higher-order thinking and/or enhanced performance skills.	<b>The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.</b>	The teacher inconsistently uses effective instructional strategies that meet individual learning needs.	The teacher does not use effective instructional strategy or inadequately addresses students' individual learning needs.

*\*Teachers who are distinguished serve as role models and/or teacher leaders.*

### Contemporary Effective Teacher Research

*Contemporary research has found that an effective teacher:*

- Stays involved with the lesson at all stages.<sup>15</sup>
- Uses a variety of instructional strategies.<sup>16</sup>
- Uses research-based strategies to make instruction student-centered.<sup>17</sup>
- Involves students in cooperative learning to enhance higher-order thinking skills.<sup>18</sup>
- Uses students' prior knowledge to facilitate student learning.<sup>19</sup>
- Possesses strong communication skills,<sup>20</sup> offering clear explanations and directions.<sup>21</sup>
- Differentiates for students' needs using remediation, skills-based instruction, and individualized instruction.<sup>22</sup>
- Uses multiple levels of questioning aligned with students' cognitive abilities with appropriate techniques.<sup>23</sup>
- Recognizes the complexities of the subject matter and focuses on meaningful conceptualization of knowledge rather than on isolated facts.<sup>24</sup>
- Provides feedback in a timely manner, ensures that it relates specifically to the criteria of the task, and avoids simply indicating right or wrong answers; instead, provides specific explanations of what students are doing correctly, what they are not doing correctly, and how to fix it.<sup>25</sup>
- Pays attention to the momentum of the daily lesson and is supportive and persistent in challenging and engaging students in all aspects of instruction.<sup>26</sup>

**Performance Standard 4: Assessment For and Of Learning**

*The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, guide instructional content and delivery methods, and provide timely feedback to students, parents, and stakeholders.*

**Sample Performance Indicators**

*Examples of may include, but are not limited to:*

**The teacher:**

- 4.1 Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning.
- 4.2 Involves students in setting learning goals and monitoring their own progress.
- 4.3 Uses a variety of informal and formal assessment strategies and instruments that are valid and appropriate for the content and for the student population.
- 4.4 Aligns student assessment with approved curriculum and benchmarks.
- 4.5 Collects and maintains a record of sufficient assessment data to support accurate reporting of student progress.
- 4.6 Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning.
- 4.7 Communicates constructive and frequent feedback on student learning to students, parents, and other stakeholders (e.g. other teachers, administration, community members as appropriate).

<b>Distinguished*</b> <i>In addition to meeting the requirements for Effective...</i>	<b>Effective</b> <i>Effective is the expected level of performance.</i>	<b>Developing/ Needs Improvement</b>	<b>Unacceptable</b>
The teacher regularly selects/develops and uses valid formative and summative assessment strategies, and teaches students how to monitor their own academic progress.	<b>The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, guide instructional content and delivery methods, and provide timely feedback to students, parents, and stakeholders.</b>	The teacher uses a limited selection of formative and summative assessment strategies, inconsistently links assessment to intended learning outcomes, inconsistently uses assessment to inform instruction, or inconsistently provides timely feedback.	The teacher uses an inadequate variety of formative and summative assessment strategies, assesses infrequently, does not use data to inform instructional decisions, or does not report on student progress in a constructive or timely manner.

*\*Teachers who are distinguished serve as role models and/or teacher leaders.*

**Contemporary Effective Teacher Research**

*Contemporary research has found that an effective teacher:*

- Uses a variety of assessment practices to monitor student learning including formal and informal assessments and formative and summative assessments such as teacher-made or standardized tests, projects, or writing assignments.<sup>27</sup>
- Offers regular, timely, and specific feedback<sup>28</sup> and reinforcement.<sup>29</sup>

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- Monitors student progress informally through such techniques as scanning and circulating around the room or simply talking to individuals or small groups of students about specific tasks or activities.<sup>30</sup>
- Gives homework and offers feedback on the homework.<sup>31</sup>
- Uses open-ended performance assignments.<sup>32</sup>
- Analyzes student assessments to determine the degree to which the intended learning outcomes align with the test items and student understanding of objectives.<sup>33</sup>
- Interprets information from teacher-made tests and standardized assessments to guide instruction and gauge student progress by examining questions missed to determine if the student has trouble with the content or the test structure.<sup>34</sup>
- Acts upon assessment data with re-teaching and enrichment as needed, and ensures that assessments are aligned not only with the curriculum but also with the actual instruction that takes place.<sup>35</sup>

### **Performance Standard 5: Learning Environment**

*The teacher uses resources, routines, and procedures to provide a respectful, safe, positive, student-centered environment that is conducive to student engagement and learning.*

#### **Sample Performance Indicators**

*Examples may include, but are not limited to:*

##### **The teacher:**

- 5.1 Establishes and maintains effective routines and procedures.
- 5.2 Creates and maintains a safe physical setting.
- 5.3 Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.
- 5.4 Promotes respectful interactions that challenge and engage all students within the learning environment.
- 5.5 Creates an environment that is academically appropriate, stimulating, and challenging.
- 5.6 Encourages student participation, inquiry, and intellectual risk-taking.
- 5.7 Respects and promotes the appreciation of diversity.
- 5.8 Uses a balance of effective verbal, nonverbal, and digital communication tools to foster a positive, culturally inclusive learning environment.

<b>Distinguished*</b> <i>In addition to meeting the requirements for Effective...</i>	<b>Effective</b> <i>Effective is the expected level of performance.</i>	<b>Developing/ Needs Improvement</b>	<b>Unacceptable</b>
The teacher creates a dynamic environment where learning is maximized, disruptions are minimized, and students are regularly self-directed in their learning.	<b>The teacher uses resources, routines, and procedures to provide a respectful, safe, positive, student-centered environment that is conducive to student engagement and learning.</b>	The teacher is inconsistent in providing a well-managed, safe, student-centered, academic environment that is conducive to learning.	The teacher inadequately addresses student behavior, displays a detrimental attitude with students, ignores safety standards, or does not otherwise provide an environment conducive to learning.

*\*Teachers who are distinguished serve as role models and/or teacher leaders.*

Contemporary Effective Teacher Research

*Contemporary research has found that an effective teacher:*

- Establishes classroom rules and procedures early on in the school year, monitors student behavior, and infuses humor, care, and respect into classroom interactions.<sup>36</sup>
- Ensures classroom activities have an academic focus and orchestrates smooth transitions and maintains momentum to maximize learning time.<sup>37</sup>
- Uses effective questioning and challenging but interesting activities to increase student engagement in learning and student accountability.<sup>38</sup>
- Develops functional floor plans with teacher and student work areas and furniture/materials placement for optimal results.<sup>39</sup>
- Establishes rapport and trustworthiness with students by being fair, caring, respectful, and enthusiastic.<sup>40</sup>
- Cares about students as individuals and makes them feel valued.<sup>41</sup>
- Adapts teaching to address student learning styles.<sup>42</sup>
- Acknowledges his/her perspective and is open to hearing students' worldviews.<sup>43</sup>
- Is culturally competent.<sup>44</sup>
- Seeks to know about the cultures and communities from which students come.<sup>45</sup>

**Performance Standard 6: Professionalism**

*The teacher demonstrates behavior consistent with legal, ethical, and professional standards, contributes to the profession, and engages in professional growth that results in improved student learning.*

**Sample Performance Indicators**

*Examples may include, but are not limited to:*

**The teacher:**

- 6.1 Collaborates and communicates effectively to promote students' well-being and success.
- 6.2 Builds positive and professional relationships with parents/guardians through frequent communication concerning students' progress.
- 6.3 Adheres to school, district, legal, ethical, and procedural requirements.
- 6.4 Incorporates learning from professional growth opportunities into instructional practice and reflects upon the effectiveness of implemented strategies.
- 6.5 Identifies and evaluates personal strengths and weaknesses, and sets goals for improvement of skills and professional performance based on self-assessment and/or in collaboration with their evaluator.
- 6.6 Works in a collegial and collaborative manner with administrators, other school personnel, and the community to promote continuous improvement.



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<b>Distinguished</b> <i>In addition to meeting the requirements for Effective...</i>	<b>Effective</b> <i>Effective is the expected level of performance.</i>	<b>Developing/ Needs Improvement</b>	<b>Unacceptable</b>
The teacher consistently demonstrates a high level of professional conduct, contributes to the professional growth of others, and assumes a leadership role within the learning community.	<b>The teacher demonstrates behavior consistent with legal, ethical, and professional standards, contributes to the profession, and engages in professional growth that results in improved student learning.</b>	The teacher often does not display professional judgment or only occasionally participates in professional development activities.	The teacher does not adhere to legal, ethical, or professional standards, including all requirements for professional development activities.

*\*Teachers who are distinguished serve as role models and/or teacher leaders.*

**Across all rating levels, teachers are expected to adhere to professional ethics.**

### Contemporary Effective Teacher Research

*Contemporary research has found that an effective teacher:*

- Recognizes the levels of involvement, ranging from networking to collaboration.<sup>46</sup>
- Uses multiple forms of communication between school and home.<sup>47</sup>
- Acknowledges his/her perspective and is open to hearing their students' worldviews.<sup>48</sup>
- Is culturally competent.<sup>49</sup>
- Seeks to know about the cultures and communities from which students come.<sup>50</sup>
- Works collaboratively with other staff members, is willing to share his/her ideas, assists other teachers with difficulties, and volunteers to lead work teams and to be a mentor of new teachers.<sup>51</sup>
- Does not make excuses for student outcomes; holds students responsible while also accepting responsibility and continuously analyzes and seeks to improve his/her own teaching abilities.<sup>52</sup>
- Reflects on his/her work formally and informally such as reviewing a day's work mentally, keeping a journal or portfolio, meeting regularly with a mentor or with colleagues, or assessing a videotaped recording of teaching.<sup>53</sup>
- Embraces the practices of a life-long learner and acts as a risk-taker willing to step out his/her comfort zone to acquire and refine professional knowledge and skill.<sup>54</sup>

## Crosswalk with InTASC Standards

Figure 15 shows the alignment between the Teacher Performance Evaluation System and the Interstate Teacher Assessment and Support Consortium (InTASC) standards at the indicator level.

Figure 15: *Crosswalk between Teacher Performance Evaluation System and InTASC Standards<sup>a</sup>*

TPES	InTASC									
	1. Learner Development	2. Learning Differences	3. Learning Environment	4. Content Knowledge	5. Application of Content	6. Assessment	7. Planning for Instruction	8. Instructional Strategies	9. Professional Learning & Ethical Practice	10. Leadership & Collaboration
1. Professional Knowledge	X	X		X	X		X	X		
2. Instructional Planning	X	X			X	X	X			
3. Instructional Delivery	X	X	X		X	X		X		
4. Assessment For and Of Learning	X		X			X	X		X	
5. Learning Environment	X		X	X		X		X	X	
6. Professionalism	X		X		X		X	X	X	X

<sup>a</sup> Council of Chief State School Officers. (2011, April). *Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards: A Resource for State Dialogue*, Washington, DC: Author.

## PART III: FORMS

### INTRODUCTION

Part III contains copies of forms and tools used during the evaluation of teachers. The evaluator and the teacher use the forms to provide evidence of the quality of work performed. The forms are located in MyLearningPlan-OASYS.

Figure16: *Forms*

Form	
<b>Professional Goal Setting</b>	EP Teacher Professional Goal Setting Plan EP Teacher Professional Goal Setting Review
<b>Observations</b>	EP Teacher Pre-Observation Conference Record EP Teacher Formal Observation/Formative Feedback EP Teacher Informal Observation EP Teacher Questioning Techniques Analysis (Optional) EP Teacher Time on Task Chart (Optional)
<b>Documentation Log</b>	EP Teacher Documentation Log
<b>Surveys</b>	EP Teacher Survey Growth Plan EP Teacher Survey Analysis
<b>Reports</b>	EP Teacher Interim Performance Report EP Teacher Summative Report
<b>Performance Improvement Plan</b>	EP Teacher Performance Improvement Plan EP Teacher Interim Performance Report EP Teacher Results of Performance Improvement Plan

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### EP Teacher Professional Goal Setting Plan

#### Directions:

##### Professional Goal-Setting Plan

This form is a tool to assist in developing a Professional Goal Setting Plan. Complete steps one, two and three below.

##### Step 1: Complete the SLO Process

Using the quality indicators for each section complete the SLO Process. The DPI's [SLO Process and Scoring Guide](#) may be viewed or printed if needed. If the SLO is team-based, the names of all team members should be included. NOTE: Each team member will individually submit and score the team goal.

##### Step 2: Complete the Self-Assessment of Professional Practice

Educators reflect on the effectiveness and adequacy of their practices based on each performance standard. At the standard or indicator level for each standard, educators identify at least one area of strength and at least one area for growth. To identify an area of strength or area for growth at the standard or indicator level click on the appropriate cell to highlight, then click on reflection to explain.

##### Step 3: Professional Practice Goal (PPG)

After educators review the SLO process and self reflection the educators develop one PPG annually that when aligned to the SLO may increase success in student learning. A PPG is a goal focused on an educator's practice.

Submission of this form is required annually. Educators in the summary year of a district's evaluation cycle should submit this form prior to the professional goal setting conference. Your district may or may not require a goal setting conference on non-summary evaluation years.

### Step One: SLO Process

#### Indicate the following (choose one):

- ☐ SLO is an individual educator goal
- ☐ SLO is a team-based goal (identify team members in the box below):

#### Identify all SLO Team Members:

SLO Self-Score Rubric

#### I. Baseline Data & Rationale

##### SLO Quality Indicators:

- The educator used multiple data sources to complete a thorough review of student achievement data, including subgroup analysis.
- The data analysis supports the rationale for the SLO goal.
- The baseline data indicates the individual starting point for each student included in the target population.
- If this is the same SLO as you submitted last year/last semester, please provide justification for why.

#### I. Baseline Data & Rationale

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#### Artifacts

Name	Date Uploaded	Upload User	File			
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#### File List

File Name	Date Uploaded	Size		
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#### II. Alignment

##### SLO Quality Indicators:

- The SLO is aligned to the [specific content standards](#) representing the critical content for learning within a grade-level and subject area.
- The standards identified are appropriate and aligned to support the area(s) of need and the student population identified in the baseline data.

#### II. Alignment

--

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### III. Student Population

#### SLO Quality Indicators:

- The student population identified in the goal reflects the results of the data analysis.

### III. Student Population

### IV. Targeted Growth

#### SLO Quality Indicators:

- Growth trajectories reflect appropriate gains for students based on identified starting points or benchmark levels.
- Growth goals are rigorous, yet attainable.
- Targeted growth is revisited based on progress monitoring data and adjusted if needed.

### IV. Targeted Growth

### V. Interval

#### SLO Quality Indicators:

- The interval is appropriate given the SLO goal.
- The interval reflects the duration of time the target student population is with the educator.
- Mid-interval checks are planned, data is reviewed, and the revisions to the goal are made if necessary.
- Mid-interval revisions are based on strong rationale and evidence supporting the adjustment mid-course.

### V. Interval

### VI. Evidence Sources

#### SLO Quality Indicators:

- The assessment chosen to serve as evidence appropriately measures intended growth goals/learning content.
- Assessments are valid, reliable, fair, and unbiased for all students/target population.
- The evidence reflects a *balanced use of the assessment data*.
- Progress is continuously monitored and an appropriate amount of evidence can be collected in time for use in the final summary conference.
- Teacher-created rubrics, if used to assess student performance, have well crafted performance levels that: clearly define levels of performance; are easy to understand; and show a clear path to student mastery.

### VI. Evidence Sources

### VII. SLO goal statement

#### Verify your SLO goal meets the SMART Criteria:

☐ Specific    ☐ Measureable    ☐ Attainable    ☐ Results-based    ☐ Time bound

### VIII. Instructional Strategies and Support

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### SLO Quality Indicators:

- Strategies reflect a differentiated approach appropriate to the target population.
- Strategies were adjusted throughout the interval based on formative assessment and progress monitoring data.
- Collaboration with others - teachers, specialists, instructional coaches, assistant principals - is indicated when appropriate.
- Appropriate professional development opportunities are addressed.

### VIII. Instructional Strategies and Support

## Step Two: Self- Assessment of Professional Practice

### Standard 1: Professional Knowledge

*The teacher demonstrates an understanding of the curriculum, subject content, and diverse needs of students by providing meaningful learning experiences.*

#### Standard 1: Professional Knowledge

#### Standard 1: Standard & Indicators

Professional Knowledge	Evident Area of Strength	Evident Area For Growth
The teacher demonstrates an understanding of the curriculum, subject content, and diverse needs of students by providing meaningful learning experiences.		<a href="#">Enter Reflection</a>
1.1 Effectively addresses appropriate curriculum standards (i.e., Common Core, WMAS) and other required standards (e.g., Discipline Literacy, ITLS, 21st Century Learning).		<a href="#">Enter Reflection</a>
1.2 Integrates key content elements and higher level thinking skills.		<a href="#">Enter Reflection</a>
1.3 Demonstrates ability to link present content with past and future learning, other subject areas, and real-world experiences and applications.		<a href="#">Enter Reflection</a>
1.4 Demonstrates accurate knowledge of the subject matter.		<a href="#">Enter Reflection</a>
1.5 Demonstrates skills relevant to the subject area(s) taught.		<a href="#">Enter Reflection</a>
1.6 Bases instruction on goals that reflect high expectations and understanding of the subject.		<a href="#">Enter Reflection</a>
1.7 Understands development of age group.		<a href="#">Enter Reflection</a>
1.8 Uses precise language, correct vocabulary and grammar, and acceptable forms of communication as it relates to a specific discipline and/or grade level.		<a href="#">Enter Reflection</a>
1.9 Has knowledge and understanding of school, family, and community resources to help meet students' learning needs.		<a href="#">Enter Reflection</a>
1.10 Demonstrates appropriate accommodations and modifications for diverse learners (e.g.English learners, gifted learners, students with disabilities).		<a href="#">Enter Reflection</a>

### Standard 2: Instructional Planning

*The teacher effectively plans using the approved curriculum, instructional strategies, resources, and data to meet the needs of all students.*

#### Standard 2: Instructional Planning

#### Standard 2: Standard & Indicators

Instructional Planning	Evident Area of Strength	Evident Area for Growth
The teacher effectively plans using the approved curriculum, instructional strategies, resources, and data to meet the needs of all students.		<a href="#">Enter Reflection</a>
2.1 Aligns lesson objectives to approved curriculum using student learning data to guide planning.		<a href="#">Enter Reflection</a>
2.2 Plans accordingly for pacing, sequencing content coverage, transitions, and application of knowledge.		<a href="#">Enter Reflection</a>
2.3 Plans for differentiated instruction.		<a href="#">Enter Reflection</a>
2.4 Develops appropriate long- and short-range plans and adapts plans when needed.		<a href="#">Enter Reflection</a>

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2.5 Uses resources, including technology, to effectively communicate.

[Enter Reflection](#)

### Standard 3: Instructional Delivery

*The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.*

#### Standard 3: Instructional Delivery

##### Standard 3: Standard & Indicators

Instructional Delivery	Evident Area of Strength	Evident Area for Growth
The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.		
	<a href="#">Enter Reflection</a>	
3.1 Engages and maintains students in active learning (e.g., student collaboration, small group instruction, real-world applications, project-based learning).		
	<a href="#">Enter Reflection</a>	
3.2 Builds upon students' existing knowledge and skills.		
	<a href="#">Enter Reflection</a>	
3.3 Uses a variety of effective instructional strategies.		
	<a href="#">Enter Reflection</a>	
3.4 Uses materials, technology, and resources to enhance student learning.		
	<a href="#">Enter Reflection</a>	
3.5 Differentiates and paces instruction to meet students' needs.		
	<a href="#">Enter Reflection</a>	
3.6 Reinforces learning goals throughout the lesson.		
	<a href="#">Enter Reflection</a>	
3.7 Communicates clearly and checks for understanding (e.g., multiple levels of questioning).		
	<a href="#">Enter Reflection</a>	

### Standard 4: Assessment For and Of Learning

*The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, guide instructional content and delivery methods, and provides timely feedback to students, parents, and stakeholders.*

#### Standard 4: Assessment For and Of Learning

##### Standard 4: Standard & Indicators

Assessment for and Of Learning	Evident Area of Strength	Evident Area for Growth
The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, guide instructional content and delivery methods, and provides timely feedback to students, parents, and stakeholders.		
	<a href="#">Enter Reflection</a>	
4.1 Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning.		
	<a href="#">Enter Reflection</a>	
4.2 Involves students in setting learning goals and monitoring their own progress.		
	<a href="#">Enter Reflection</a>	
4.3 Uses a variety of informal and formal assessment strategies and instruments that are valid and appropriate for the content and for the student population.		
	<a href="#">Enter Reflection</a>	
4.4 Aligns student assessment with approved curriculum and benchmarks.		
	<a href="#">Enter Reflection</a>	
4.5 Collects and maintains a record of sufficient assessment data to support accurate reporting of student progress.		
	<a href="#">Enter Reflection</a>	
4.6 Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning.		
	<a href="#">Enter Reflection</a>	
4.7 Communicates constructive and frequent feedback on student learning to students, parents, and other stakeholders.		
	<a href="#">Enter Reflection</a>	

### Standard 5 Learning Environment

*The teacher uses resources, routines, and procedures to provide a respectful, safe, positive, student-centered environment that is conducive to student engagement and learning.*

#### Standard 5: Learning Environment

##### Standard 5: Standard & Indicators

Learning Environment	Evident Area of Strength	Evident Area for Growth
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The teacher uses resources, routines, and procedures to provide a respectful, safe, positive, student-centered environment that is conducive to student engagement and learning.		<a href="#">Enter Reflection</a>
5.1 Establishes and maintains effective routines and procedures.		<a href="#">Enter Reflection</a>
5.2 Creates and maintains a safe physical setting.		<a href="#">Enter Reflection</a>
5.3 Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.		<a href="#">Enter Reflection</a>
5.4 Promotes respectful interactions that challenge and engage students within the learning environment.		<a href="#">Enter Reflection</a>
5.5 Creates an environment that is academically appropriate, stimulating, and challenging.		<a href="#">Enter Reflection</a>
5.6 Encourages student participation, inquiry, and intellectual risk-taking.		<a href="#">Enter Reflection</a>
5.7 Respects and promotes the appreciation of diversity.		<a href="#">Enter Reflection</a>
5.8 Uses a balance of effective verbal, nonverbal, and digital communication tools to foster a positive, culturally inclusive learning environment.		<a href="#">Enter Reflection</a>

### Standard 6 Professionalism

*The teacher demonstrates behavior consistent with legal, ethical, and professional standards, contributes to the profession, and engages in professional growth that results in improved student learning.*

#### Standard 6: Professionalism

#### Standard 6: Standard & Indicators

Professionalism	Evident Area of Strength	Evident Area for Growth
The teacher demonstrates behavior consistent with legal, ethical, and professional standards, contributes to the profession, and engages in professional growth that results in improved student learning.		<a href="#">Enter Reflection</a>
6.1 Collaborates and communicates effectively to promote students' well-being and success.		<a href="#">Enter Reflection</a>
6.2 Builds positive and professional relationships with parents/guardians through frequent communication concerning students' progress.		<a href="#">Enter Reflection</a>
6.3 Adheres to school, district, legal, ethical, and procedural requirements.		<a href="#">Enter Reflection</a>
6.4 Incorporates learning from professional growth opportunities into instructional practice and reflects upon the effectiveness of implemented strategies.		<a href="#">Enter Reflection</a>
6.5 Identifies and evaluates personal strengths and weaknesses and sets goals for improvement of skills and professional performance based on self-assessment and/or in collaboration with their evaluator.		<a href="#">Enter Reflection</a>
6.6 Works in a collegial and collaborative manner with administrators, other school personnel, and the community to promote continuous improvement.		<a href="#">Enter Reflection</a>

### Step Three: Professional Practice Goal

*After engaging in the SLO process and reviewing the self assessment, develop one professional practice goal (PPG) that, when aligned to the SLO may increase student learning.*

#### Professional Practice Goal Statement



## CESA 6 Teacher Performance Evaluation System (TPES) Guidebook

Verify your PPG Statement meets the **SMART** Criteria:

☐ Specific      ☐ Measurable      ☐ Attainable      ☐ Results Based      ☐ Time-Bound

**To which standard(s) does this goal align? Select all that apply.**

☐ 1. Professional Knowledge      ☐ 2. Instructional Planning      ☐ 3. Instructional Delivery  
☐ 4. Assessment for and of Learning      ☐ 5. Learning Environment      ☐ 6. Professionalism

## CESA 6 Teacher Performance Evaluation System (TPES) Guidebook



### EP Teacher Professional Goal Setting Review

**Directions:** This form remains live in MLP until the end of the year at which time the educator submits.

At the mid-interval complete a review of the SLO.

At the end of the SLO interval complete an end of interval review and score. In addition, complete end of year review of the professional practice goal.

To score the SLO click on the cell aligned with the appropriate description.

As part of the end-of-year professional goal setting process submit this form to your evaluator.

**SLO process information has been pre-populated below.**

<b>I. Baseline Data &amp; Rationale</b>	
NONE	
<b>II. Alignment</b>	
NONE	
<b>III. Student Population</b>	
NONE	
<b>IV. Targeted Growth</b>	
NONE	
<b>V. Interval</b>	
NONE	
<b>VI. Evidence Sources</b>	
NONE	
<b>VII. SLO Goal Statement</b>	
NONE	
<b>VIII. Instructional Strategies and Support</b>	
NONE	

### Mid-Interval SLO Review

**Mid-Interval Status of Goal:**

**Evidence of Progress Toward Achieving Goal:**

**Strategies/Modifications to Address Barriers:**

**Revised SLO with rationale (if appropriate):**

## CESA 6 Teacher Performance Evaluation System (TPES) Guidebook

### End of Interval SLO Review

**End-of-Year Status of Goal:**

**Evidence Of Goal Completion:**

**Lessons Learned:**

**Artifacts**

Name	Date Uploaded	Upload User	File			
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**File List**


File Name	Date Uploaded	Size	
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### End of Interval Final SLO Score

 **SLO Self-Score Rubric**

Criteria	4	3	2	1
<p><b>SLO Scoring Guide</b></p> <p><i>*Description of scoring criteria included, but not exhaustive.</i></p>	<p>Student growth for the SLO has <b>exceeded</b> the goal.</p> <ul style="list-style-type: none"> <li>Evidence indicates the targeted population's growth exceeded the expectations described in the goal.</li> </ul> <p>Educator engaged in a comprehensive data-driven SLO process that resulted in exceptional student growth.</p> <ul style="list-style-type: none"> <li>Educator set a rigorous superior goal; skillfully used appropriate assessments; continuously monitored progress; strategically revised instruction based on progress monitoring data.</li> </ul>	<p>Student growth for the SLO has <u>met</u> the goal.</p> <ul style="list-style-type: none"> <li>Evidence indicates the targeted population met the expectations described in the goal.</li> </ul> <p>Educator engaged in a data-driven SLO process that resulted in student growth.</p> <ul style="list-style-type: none"> <li>Educator set an attainable goal; used appropriate assessments; monitored progress; adjusted instruction based on progress monitoring data.</li> </ul>	<p>Student growth for the SLO has <u>partially met</u> the goal.</p> <ul style="list-style-type: none"> <li>Evidence indicates the targeted population partially met expectations described in the goal.</li> </ul> <p>Educator engaged in a SLO process that resulted in inconsistent student growth.</p> <ul style="list-style-type: none"> <li>Educator set a goal; used assessments; inconsistently monitored progress; inconsistently or inappropriately adjusted instruction.</li> </ul>	<p>Student growth for the SLO has <u>not met</u> the goal.</p> <ul style="list-style-type: none"> <li>Evidence indicates the targeted population has not met the expectations described in the goal.</li> </ul> <p>Educator engaged in a SLO process that resulted in minimal or no student growth.</p> <ul style="list-style-type: none"> <li>Educator set inappropriate goal; inconsistently or inappropriately used assessments; failed to monitor progress; failed to adjust instruction based on progress monitoring data.</li> </ul>

Rubric Score: 0/0

 All criteria must be selected

### Professional Practice Goal (PPG) Review

**Evidence of Progress Toward Achieving Goal:**

## CESA 6 Teacher Performance Evaluation System (TPES) Guidebook



### EP Teacher Pre-Observation Conference Record

Grade/Subject:

Conference Date:

Observation Date:

1. Describe the lesson which will be observed.

• What have/will you have done instructionally with students in the days prior to the observation?

1. Notes:

2. Describe the population of the class.

2. Notes:

3. What will be observed?

3. Notes:

4. What instructional methods will be used?

4. Notes:

## CESA 6 Teacher Performance Evaluation System (TPES) Guidebook

**5. What would you like to be highlighted in this lesson?**

--

**5. Notes:**

--

**6. What do you believe to be any areas of concern?**

--

**6. Notes:**

--

**File List**

File Name	Date Uploaded	Size		
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## CESA 6 Teacher Performance Evaluation System (TPES) Guidebook



### EP Teacher Formal Observation / Formative Feedback

**Directions:** Evaluators use this form to provide formative feedback to teachers based on observation or other relevant resources.

This form focuses on the six performance standards. Evidence for each standard may not be documented in a single observation. Evidence can be noted in the main evidence text box **without** indicating *Evident Area of Strength* or *Evident Area For Growth*. Only check/click these areas if they apply and provide the specific evidence at the indicator level under "Enter Evidence."

Once completed, this form will be submitted to the teacher.

Date of Observation:

Observation Start Time:

Observation End Time:

This form documents evidence from the following sources:

☐ Observation

☐ Conference

☐ Artifacts

☐ Other (identify below)

Other Evidence Source(s):

#### Standard 1: Professional Knowledge

*The teacher demonstrates an understanding of the curriculum, subject content, and diverse needs of students by providing meaningful learning experiences.*

Standard 1 Evidence:

Standard 1 Indicators

#### Standard 2: Instructional Planning

*The teacher effectively plans using the approved curriculum, instructional strategies, resources, and data to meet the needs of all students.*

Standard 2 Evidence:

Standard 2 Indicators

#### Standard 3: Instructional Delivery

*The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.*

Standard 3 Evidence:

Standard 3 Indicators

#### Standard 4: Assessment For and Of Learning

*The teacher systemically gathers, analyzes, and uses relevant data to measure student progress, guide instructional content and delivery methods, and provide timely feedback to students, parents, and stakeholders.*

## CESA 6 Teacher Performance Evaluation System (TPES) Guidebook

### Standard 4 Evidence:

### Standard 4 Indicators



### Standard 5: Learning Environment

*The teacher uses resources, routines, and procedures to provide a respectful, safe, positive, student-centered environment that is conducive to student engagement and learning.*

### Standard 5 Evidence:

### Standard 5 Indicators



### Standard 6: Professionalism

*The teacher demonstrates behavior consistent with legal, ethical, and professional standards, contributes to the profession, and engages in professional growth that results in improved student learning.*

### Standard 6 Evidence:

### Standard 6 Indicators



### Artifacts



Name	Date Uploaded	Upload User	File			
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### File List

File Name	Date Uploaded	Size		
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Clicking the **Acknowledge** button is the equivalent of an online signature.

Teacher's acknowledgement indicates the form information has been reviewed. It does not necessarily indicate agreement.

## CESA 6 Teacher Performance Evaluation System (TPES) Guidebook



### EP Teacher Informal Observation

**Directions:** Evaluators use this form to document the informal observations of the teacher. Some standards may not be documented in a single observation.

This form focuses on the six performance standards. Evidence for each standard may not be documented in a single observation. Evidence can be noted in the main evidence text box **without** indicating *Evident Area of Strength* or *Evident Area For Growth*. Only check/click these areas if they apply and provide the specific evidence at the indicator level under "Enter Evidence."

Once completed, this form will be submitted to the teacher.

**Grade/Subject:**

**Observation Start Time:**

**Observation End Time:**

#### Standard 1: Professional Knowledge

The teacher demonstrates an understanding of the curriculum, subject content, and diverse needs of students by providing meaningful learning experiences.

##### Standard 1 Evidence:

##### Standard 1 Indicators



#### Standard 2: Instructional Planning

The teacher effectively plans using the approved curriculum, instructional strategies, resources, and data to meet the needs of all students.

##### Standard 2 Evidence:

##### Standard 2 Indicators



#### Standard 3:

The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.

##### Standard 3 Evidence:

##### Standard 3 Indicators



#### Standard 4:

The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, guide instructional content and delivery methods, and provides timely feedback to students, parents, and stakeholders.

##### Standard 4 Evidence:

##### Standard 4 Indicators



#### Standard 5: Learning Environment

The teacher uses resources, routines, and procedures to provide a respectful, safe, positive, student-centered environment that is conducive to student engagement and learning.



## CESA 6 Teacher Performance Evaluation System (TPES) Guidebook

### Standard 5 Evidence:

--

### Standard 5 Indicators

--

### Standard 6:

The teacher demonstrates behavior consistent with legal, ethical, and professional standards, contributes to the profession, and engages in professional growth that results in improved student learning.

### Standard 6 Evidence:

--

### Standard 6 Indicators

--

### Artifacts

Name	Date Uploaded	Upload User	File			
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### File List

File Name	Date Uploaded	Size		
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## CESA 6 Teacher Performance Evaluation System (TPES) Guidebook

### EP Teacher Questioning Techniques Analysis

Date:

Time Started/Ended :

Grade/Subject:

#### Low Cognitive (Recall)

Total #

Percent

#### Intermediate Cognitive (Comprehension)

Total #

Percent

#### Application and High Cognitive (analysis, synthesis, evaluation)

Total #

Percent

Total of all questions

Based on the percentages what level of thinking was targeted?

How clearly worded were the questions?

## CESA 6 Teacher Performance Evaluation System (TPES) Guidebook

EP Teacher Time on Task Chart	
<b>Subject :</b>	<input style="width: 100%;" type="text"/>
<b>Number of Students :</b>	<input style="width: 100%;" type="text"/>
<b>Date :</b>	<input style="width: 100%;" type="text"/>
<b>Start/End Time :</b>	<input style="width: 100%;" type="text"/>
<b>5 mins Interval</b>	
<b>Task, activity, event, question</b>	
<b>Disrupting Others :</b>	<input style="width: 100%;" type="text"/>
<b>Visibly Disengaged :</b>	<input style="width: 100%;" type="text"/>
<div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Verbal  <input type="checkbox"/> Positive                 </div> <div> <input type="checkbox"/> Nonverbal  <input type="checkbox"/> Negative                 </div> </div>	
<b>Comments:</b>	
<b>10 min Interval</b>	
<b>Task, activity, event, question</b>	
<b>Disrupting Others</b>	<input style="width: 100%;" type="text"/>
<b>Visibly Disengaged</b>	<input style="width: 100%;" type="text"/>
<div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Verbal  <input type="checkbox"/> Positive                 </div> <div> <input type="checkbox"/> Nonverbal  <input type="checkbox"/> Negative                 </div> </div>	
<b>Comments</b>	
<b>15 min Interval</b>	
<b>Task, activity, event, question</b>	

## CESA 6 Teacher Performance Evaluation System (TPES) Guidebook

<b>Disrupting Others :</b> <input type="text"/>
<b>Visibly Disengaged :</b> <input type="text"/>
<input type="checkbox"/> Verbal <input type="checkbox"/> Nonverbal
<input type="checkbox"/> Positive <input type="checkbox"/> Negative
<b>Comments:</b>
<input type="text"/>
<b>20 min Interval</b>
<b>Task, activity, event, question</b>
<input type="text"/>
<b>Disrupting Others :</b> <input type="text"/>
<b>Visibly Disengaged :</b> <input type="text"/>
<input type="checkbox"/> Verbal <input type="checkbox"/> Nonverbal
<input type="checkbox"/> Positive <input type="checkbox"/> Negative
<b>Comments:</b>
<input type="text"/>
<b>25 min Interval</b>
<b>Task, activity, event, question</b>
<input type="text"/>
<b>Disrupting Others :</b> <input type="text"/>
<b>Visibly Disengaged :</b> <input type="text"/>
<input type="checkbox"/> Verbal <input type="checkbox"/> Nonverbal
<input type="checkbox"/> Positive <input type="checkbox"/> Negative
<b>Comments:</b>

## CESA 6 Teacher Performance Evaluation System (TPES) Guidebook

30 min Interval
Task, activity, event, question
Disrupting Others : <input type="text"/>
Visibly Disengaged : <input type="text"/>
<input type="checkbox"/> Verbal <input type="checkbox"/> Nonverbal
<input type="checkbox"/> Positive <input type="checkbox"/> Negative
Comments:

## CESA 6 Teacher Performance Evaluation System (TPES) Guidebook



### EP Teacher Documentation Log

**Directions:** Upload all artifacts in the section below for your evaluation cycle. Remember to reflect on your artifacts and their connection to your professional practice as well as student learning. When your documentation log is complete, submit to your evaluator as part of your evaluation process.

Artifacts						
Name	Date Uploaded	Upload User	File			

#### Standard 1: Professional Knowledge

Standard 1: Professional Knowledge						
Artifacts						
Name	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded	

**Required Documentation:** None

**Other Documentation:** Teacher selected artifacts

**Examples:**

- Transcripts of coursework
- Professional Development certificates
- Annotated list of Instructional activities
- Lesson/Intervention plan
- Journals/notes that represent reflective thinking and professional growth
- Samples of innovative approaches developed by teacher

**Standard 1 Artifact Summary/Reflection:**

**Standard 1 Feedback (To be completed by Evaluator; this is optional):**

#### Standard 2: Instructional Planning

Standard 2: Instructional Planning						
Artifacts						
Name	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded	

**Required Documentation:** None

**Other Documentation:** Teacher selected artifacts

**Examples:**

- Sample lesson or unit plan
- Course syllabus
- Intervention plan
- Substitute lesson plan
- Annotated learning objectives

**Standard 2 Artifact Summary/Reflection:**

## CESA 6 Teacher Performance Evaluation System (TPES) Guidebook

**Standard 2 Feedback (To be completed by Evaluator; this is optional):**

### Standard 3: Instructional Delivery

Standard 3: Instructional Delivery

#### Artifacts

Name	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded	
------	------	----------	------------------	--------------------	---------------	--

**Required Documentation:** None

**Other Documentation:** Teacher selected artifacts

**Examples:**

- Annotated photographs of class activities
- Handouts of sample work
- Video/audio samples of instructional units

**Standard 3 Artifact Summary/Reflection:**

**Standard 3 Feedback (To be completed by Evaluator; this is optional):**

### Standard 4: Assessment For and Of Learning

Standard 4: Assessment For and Of Learning

#### Artifacts

Name	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded	
------	------	----------	------------------	--------------------	---------------	--

**Required Documentation:** Evidence of the use of baseline and periodic assessments

**Other Documentation:** Teacher selected artifacts

**Examples:**

- Brief report describing your record keeping system and how it is used to monitor student progress
- Copy of scoring rubrics
- Photographs or photocopies of student work with written comments
- Samples of educational reports, progress reports or letters prepared for parents or students
- Copy of disaggregated analysis of student achievement scores on standardized test
- Copy of students' journals of self-reflection and self-monitoring

**Standard 4 Artifact Summary/Reflection:**

**Standard 4 Feedback (To be completed by Evaluator; this is optional):**

## CESA 6 Teacher Performance Evaluation System (TPES) Guidebook

### Standard 5: Learning Environment

#### Standard 5: Learning Environment

##### Artifacts

Name	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded	
------	------	----------	------------------	--------------------	---------------	--

**Required Documentation:** None

**Other Documentation:** Teacher selected artifacts

**Examples:**

- List of classroom rules with brief explanation of the procedures used to develop and reinforce them
- Schedule of daily classroom routines
- Explanation of behavior management philosophy and procedures

**Standard 5 Artifact Summary/Reflection:**

**Standard 5 Feedback (To be completed by Evaluator; this is optional):**

### Standard 6: Professionalism

#### Standard 6: Professionalism

##### Artifacts

Name	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded	
------	------	----------	------------------	--------------------	---------------	--

**Required Documentation:** Professional Development Log and Communication Log

**Other Documentation:** Teacher selected artifacts

**Examples:**

- Copy of classroom newsletter or other parent information documents
- Sample copy of interim reports

**Standard 6 Artifact Summary/Reflection:**

**Standard 6 Feedback (To be completed by Evaluator; this is optional):**

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## CESA 6 Teacher Performance Evaluation System (TPES) Guidebook



### EP Teacher Survey Growth Plan

Grade(s) :

Subject(s):

#### Survey Version Given:

☐ Grades K-2

☐ Grades 3-5

☐ Grades 6-8

☐ Grades 9-12

Other?

Number of Surveys Distributed:

Number of Completed Surveys Returned:

Percentage of Completed Surveys Returned:

Why did you choose this class to survey?

Describe your survey population(s) (i.e., list appropriate demographic characteristics such as grade level and subject for students).

List factors that might have influenced the results (e.g., survey was conducted as the bell rang for dismissal).

Analyze survey responses and answer the following questions.

A) What did learners perceive as your major strengths?

B) What did learners perceive as your major weaknesses?

C) Based on this information, what are your strategies for professional growth?

## CESA 6 Teacher Performance Evaluation System (TPES) Guidebook

Artifacts					
Name	Date Uploaded	Upload User	File		

## CESA 6 Teacher Performance Evaluation System (TPES) Guidebook



### EP Teacher Survey Analysis

Grade(s) :

Subject(s):

#### Survey Version Given:

☐ Grades K-2

☐ Grades 3-5

☐ Grades 6-8

☐ Grades 9-12

Other?

Number of Surveys Distributed:

Number of Completed Surveys Returned:

Percentage of Completed Surveys Returned:

Why did you choose this class to survey?

Describe your survey population(s) (i.e., list appropriate demographic characteristics such as grade level and subject for students).

List factors that might have influenced the results (e.g., survey was conducted as the bell rang for dismissal).

Analyze survey responses and answer the following questions.



A) What did learners perceive as your major strengths?

B) What did learners perceive as your major weaknesses?

C) Based on your strategies for professional growth as a result of your first survey, did you make any changes? What were the results of the change(s)?

## CESA 6 Teacher Performance Evaluation System (TPES) Guidebook

D) What will you do differently the next time you teach this course?

Artifacts 				
Name	Date Uploaded	Upload User	File	



## CESA 6 Teacher Performance Evaluation System (TPES) Guidebook



### EP Teacher Interim Performance Report

**Directions:** Evaluators use this form at mid-year to provide a record of evidence and feedback for each teacher performance standard. Evidence should be drawn from multiple sources.

This form should be maintained by the evaluator during the course of the evaluation cycle and results should be shared with the teacher at a mid-year conference.

#### 1. Professional Knowledge

The teacher demonstrates an understanding of the curriculum, subject content, and diverse needs of students by providing meaningful learning experiences.

- Effectively addresses appropriate curriculum standards.
- Integrates key content elements and higher-level thinking skills in instruction.
- Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.
- Demonstrates accurate knowledge of the subject matter.
- Demonstrates skills relevant to the subject area(s) taught.
- Bases instruction on goals that reflect high expectations and understanding of the subject.
- Understands intellectual, social, emotional, and physical development of the age group.
- Uses precise language, correct vocabulary and grammar, and acceptable forms of communication as it relates to a specific discipline and/or grade level.
- Has knowledge and understanding of school, family, and community resources to help meet all students' learning needs.

Indicator Report						
Indicator Summary						
NONE						
Artifacts						
Name	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded	
Evidence Summary						
NONE						
Standard 1 Comments:						

#### 2. Instructional Planning

The teacher effectively plans using the approved curriculum, instructional strategies, resources, and data to meet the needs of all students.

- Align lesson objectives to approved curriculum using student learning data to guide planning.
- Plans accordingly for pacing, sequencing content coverage, transitions, and application of knowledge.
- Plans for differentiated instruction.
- Develops appropriate long- and short-range plans and is able to adapt plans when needed.
- Uses resources, including technology, to effectively communicate with stakeholders regarding the curriculum shared in their classroom.


Indicator Report						
Indicator Summary						
NONE						
Artifacts						
Name	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded	
Evidence Summary						
NONE						
Standard 2 Comments:						

#### 3. Instructional Delivery

## CESA 6 Teacher Performance Evaluation System (TPES) Guidebook

The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.


- Engages and maintains students in active learning.
- Builds upon students' existing knowledge and skills.
- Uses a variety of effective instructional strategies.
- Uses materials, technology, and resources to enhance student learning.
- Differentiates and paces instruction to meet students' needs.
- Reinforces learning goals consistently throughout the lesson.
- Communicates clearly and checks for understanding.

Indicator Report							▼
Indicator Summary							▲
NONE							
Artifacts							▲
Name ▲	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded		
Evidence Summary							▲
NONE							
Standard 3 Comments:							

### 4. Assessment For and Of Learning

The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, guide instructional content and delivery methods, and provide timely feedback to students, parents, and stakeholders.

- Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning.
- Involves students in setting learning goals and monitoring their own progress.
- Uses a variety of informal and formal assessment strategies and instruments that are valid and appropriate for the content and for the student population.
- Aligns student assessment with approved curriculum and benchmarks.
- Collects and maintains a record of sufficient assessment data to support accurate reporting of student progress.
- Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning.
- Communicates constructive and frequent feedback on student learning to students, parents, and other stakeholders (e.g. other teachers, administration, community members as appropriate).

Indicator Report							▼
Indicator Summary							▲
NONE							
Artifacts							▲
Name ▲	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded		
Evidence Summary							▲
NONE							
Standard 4 Comments:							

### 5. Learning Environment

The teacher uses resources, routines, and procedures to provide a respectful, safe, positive, student-centered environment that is conducive to student engagement and learning.

- Establishes and maintains effective routines and procedures.
- Creates and maintains a safe physical setting.
- Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.
- Promotes respectful interactions that challenge and engage students within the learning environment.
- Creates an environment that is academically appropriate, stimulating, and challenging.
- Encourages student participation, inquiry, and intellectual risk-taking.
- Respects and promotes the appreciation of diversity.
- Uses a balance of effective verbal, nonverbal, and digital communication tools to foster a positive learning environment.

Indicator Report							▼
Indicator Summary							▲
NONE							

Artifacts						
Name	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded	
Evidence Summary						
NONE						
Standard 5 Comments:						

### 6. Professionalism

The teacher demonstrates behavior consistent with legal, ethical, and professional standards, contributes to the profession, and engages in professional growth that results in improved student learning.

- Collaborates and communicates effectively to promote students' well-being and success.
- Builds positive and professional relationships with parents/guardians through frequent communication concerning students' progress.
- Adheres to school, district, legal, ethical, and procedural requirements.
- Incorporates learning from professional growth opportunities into instructional practice and reflects upon the effectiveness of implemented strategies.
- Identifies and evaluates personal strengths and weaknesses, and sets goals for improvement of skills and professional performance.
- Works in a collegial and collaborative manner with administrators, other school personnel, and the community to promote continuous improvement.

Indicator Report						
Indicator Summary						
NONE						

Artifacts						
Name	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded	
Evidence Summary						
NONE						
Standard 6 Comments:						

**Overall Strengths:**

**Overall Areas Noted for Improvement:**

**Overall Comments:**

Artifacts						
Name	Date Uploaded	Upload User	File			
File List						
File Name	Date Uploaded	Size				

## CESA 6 Teacher Performance Evaluation System (TPES) Guidebook

*Clicking the **Acknowledge** button is the equivalent of an online signature.*

*Teacher's acknowledgement indicates the form information has been reviewed. It does not necessarily indicate agreement.*



# CESA 6 Teacher Performance Evaluation System (TPES) Guidebook



## EP Teacher Summative Report

### I. Practice Summary

#### WI TPES 1: Professional Knowledge

Criteria	Distinguished * In addition to meeting the requirements for Effective...	Effective Effective is the expected level of performance.	Developing/Needs Improvement	Unacceptable
<b>Professional Knowledge</b>	The teacher consistently demonstrates extensive content and pedagogical knowledge, regularly enriches the curriculum, and guides others in enriching the curriculum.  <i>*Teacher's who are distinguished will serve as role models and/or teacher leaders.</i>	<b>The teacher demonstrates an understanding of the curriculum, subject content, and diverse needs of students by providing meaningful learning experiences.</b>	The teacher inconsistently demonstrates an understanding of curriculum, subject content, and student needs, or lacks fluidity in using the knowledge in practice.	The teacher inadequately demonstrates an understanding of curriculum, subject content, and student needs, or does not use the knowledge in practice.
<a href="#">Enter Additional Evidence</a>				

All criteria must be selected

<b>Report</b>
<b>Evidence</b>
NONE

Standard 1 Artifacts						
Name	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded	

<b>Standard 1 Evidence Summary</b>
NONE

#### WI TPES 2: Instructional Planning

Criteria	Distinguished * In addition to meeting the requirements for Effective...	Effective Effective is the expected level of performance	Developing/Needs Improvement	Unacceptable
<b>Instructional Planning</b>	The teacher actively seeks and uses alternative data and resources, and regularly differentiates plans and modifies instruction to meet the needs of all students.  <i>*Teacher who are distinguished often serve as a role model and/or teacher leaders.</i>	<b>The teacher effectively plans using the approved curriculum, instructional strategies, resources and data to meet the needs of all students.</b>	The teacher inconsistently uses the curriculum, effective strategies, resources, or data in planning to meet the needs of all students.	The teacher does not plan, or plans without adequately using the curriculum, or without using effective strategies, resources, or data to meet the needs of all students.
<a href="#">Enter Additional Evidence</a>				

All criteria must be selected

<b>Report</b>
<b>Evidence</b>
NONE

Standard 2 Artifacts						
Name	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded	

<b>Standard 2 Evidence Summary</b>
NONE

## CESA 6 Teacher Performance Evaluation System (TPES) Guidebook

**WI TPES 3: Instructional Delivery**

Criteria	Distinguished * <i>In addition to meeting the requirements for Effective...</i>	Effective <i>Effective is the expected level of performance</i>	Developing/Needs Improvement	Unacceptable
<b>Instructional Delivery</b>	The teacher optimizes students' opportunities to learn by engaging them in higher-order thinking and enhanced performance skills.  <i>*Teacher's who are distinguished often serve as role models and/or Teacher leaders.</i>	The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.	The teacher inconsistently uses effective instructional strategies that meet individual learning needs.	The teacher does not use effective instructional strategy or inadequately addresses students' individual learning needs.
<a href="#" style="color: #4a7ebb; text-decoration: underline;">Enter Additional Evidence</a>				

**All criteria must be selected**

**Report**

**Evidence**

NONE

**Standard 3 Artifacts**

Name	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded	

**Standard 3 Evidence Summary**

NONE

**WI TPES 4: Assessment For and Of Learning**

Criteria	Distinguished * <i>In addition to meeting the requirements for Effective...</i>	Effective <i>Effective is the expected level of performance.</i>	Developing / Needs Improvement	Unacceptable
<b>Assessment For and Of Learning</b>	The teacher regularly selects/develops and uses valid formative and summative assessment strategies, and teaches students how to monitor their own academic progress.  <i>*Teacher's who are distinguished often serve as role models and/or teacher leaders.</i>	The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, guide instructional content and delivery methods, and provide timely feedback to students, parents, and stakeholders.	The teacher uses a limited selection of formative and summative assessment strategies, inconsistently links assessment to intended learning outcomes, inconsistently uses assessment to inform instruction, or inconsistently provides timely feedback.	The teacher uses an inadequate variety of formative and summative assessment strategies, assesses infrequently, does not use data to inform instructional decisions, or does not report on student progress in a constructive or timely manner.
<a href="#" style="color: #4a7ebb; text-decoration: underline;">Enter Additional Evidence</a>				

**All criteria must be selected**

**Report**

**Evidence**

NONE

**Standard 4 Artifacts**

Name	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded	

**Standard 4 Evidence Summary**

NONE

**WI TPES 5: Learning Environment**

Criteria	Distinguished * <i>In addition to meeting the requirements for Effective...</i>	Effective <i>Effective is the expected level of performance.</i>	Developing / Needs Improvement	Unacceptable
<b>Learning Environment</b>	The teacher creates a dynamic environment where learning is maximized, disruptions are	The teacher uses resources, routines, and procedures to provide a	The teacher is inconsistent in providing a well-managed, safe, student-centered, academic	The teacher inadequately addresses student behavior, displays a detrimental attitude

## CESA 6 Teacher Performance Evaluation System (TPES) Guidebook

	minimized, and students are regularly self-directed in their learning.  <i>*Teacher's who are distinguished will often serve as a role models and /or teacher leaders.</i>	respectful, safe, positive, student-centered environment that is conducive to student engagement and learning.	environment that is conducive to learning.	with students, ignores safety standards, or does not otherwise provide an environment conducive to learning.
<a href="#">Enter Additional Evidence</a>				
All criteria must be selected				
Report <span style="float: right;">▼</span>				
Evidence <span style="float: right;">▲</span>				
NONE				
Standard 5 Artifacts <span style="float: right;">▲</span>				
Name ▲	Type	Category	Rubric Alignment	Criteria Alignment
Date Uploaded				
Standard 5 Evidence Summary <span style="float: right;">▲</span>				
NONE				
WI TPES 6: Professionalism <span style="float: right;">▲</span>				
Criteria	Distinguished * <i>In addition to meeting the requirements for Effective...</i>	Effective <i>Effective is the expected level of performance.</i>	Developing / Needs Improvement	Unacceptable
Professionalism	The teacher consistently demonstrates a high level of professional conduct, contributes to the professional growth of others, and assumes a leadership role within the learning community.  <i>*Teacher's who are distinguished often serve as role models and/or teacher leaders.</i>	The teacher demonstrates behavior consistent with legal, ethical, and professional standards, contributes to the profession, and engages in professional growth that results in improved student learning.	The teacher often does not display professional judgment or only occasionally participates in professional development activities.	The teacher does not adhere to legal, ethical, or professional standards, including all requirements for professional development activities.
<a href="#">Enter Additional Evidence</a>				
All criteria must be selected				
Report <span style="float: right;">▼</span>				
Evidence <span style="float: right;">▲</span>				
NONE				
Standard 6 Artifacts <span style="float: right;">▲</span>				
Name ▲	Type	Category	Rubric Alignment	Criteria Alignment
Date Uploaded				
Standard 6 Evidence Summary <span style="float: right;">▲</span>				
NONE				
Summative Scoring Rules <span style="float: right;">▼</span>				
Overall Practice Rating <span style="float: right;">▲</span>				
Criteria	4	3	2	1
*Click on the <u>overall</u> practice rating	Distinguished	Effective	Developing / Needs Improvement	Unacceptable
Rubric Score: 0/0				
All criteria must be selected				
Area(s) of Strength:				

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Area(s) for Growth:

### II. SLO Summary

SLO Summary

NONE

SLO Self-Score Report

Criteria	4	3	2	1
<b>SLO Scoring Guide</b>  <i>*Description of scoring criteria included, but not exhaustive.</i>	<p>Student growth for the SLO has <b>exceeded</b> the goal.</p> <ul style="list-style-type: none"> <li>Evidence indicates the targeted population's growth exceeded the expectations described in the goal.</li> </ul> <p>Educator engaged in a comprehensive data-driven SLO process that resulted in exceptional student growth.</p> <ul style="list-style-type: none"> <li>Educator set a rigorous superior goal; skillfully used appropriate assessments; continuously monitored progress; strategically revised instruction based on progress monitoring data.</li> </ul>	<p>Student growth for the SLO has <b>met</b> the goal.</p> <ul style="list-style-type: none"> <li>Evidence indicates the targeted population met the expectations described in the goal.</li> </ul> <p>Educator engaged in a data-driven SLO process that resulted in student growth.</p> <ul style="list-style-type: none"> <li>Educator set an attainable goal; used appropriate assessments; monitored progress; adjusted instruction based on progress monitoring data.</li> </ul>	<p>Student growth for the SLO has <b>partially met</b> the goal.</p> <ul style="list-style-type: none"> <li>Evidence indicates the targeted population partially met expectations described in the goal.</li> </ul> <p>Educator engaged in a SLO process that resulted in inconsistent student growth.</p> <ul style="list-style-type: none"> <li>Educator set a goal; used assessments; inconsistently monitored progress; inconsistently or inappropriately adjusted instruction.</li> </ul>	<p>Student growth for the SLO has <b>not met</b> the goal.</p> <ul style="list-style-type: none"> <li>Evidence indicates the targeted population has not met the expectations described in the goal.</li> </ul> <p>Educator engaged in a SLO process that resulted in minimal or no student growth.</p> <ul style="list-style-type: none"> <li>Educator set inappropriate goal; inconsistently or inappropriately used assessments; failed to monitor progress; failed to adjust instruction based on progress monitoring data.</li> </ul>
<b>Totals</b>				

Holistic SLO Score

Criteria	4	3	2	1
<b>SLO Scoring Guide</b>  <i>*Description of scoring criteria included, but not exhaustive.</i>	<p>Student growth for the SLOs has <b>exceeded</b> the goals.</p> <ul style="list-style-type: none"> <li>Evidence indicates the targeted population's growth exceeded the expectations described in the goals.</li> </ul> <p>Educator engaged in a comprehensive data-driven SLO process that resulted in exceptional student growth.</p> <ul style="list-style-type: none"> <li>Educator set rigorous superior goals; skillfully used appropriate assessments; continuously monitored progress; strategically revised instruction based on progress monitoring data.</li> </ul>	<p>Student growth for the SLOs has <b>met</b> the goals.</p> <ul style="list-style-type: none"> <li>Evidence indicates the targeted population met the expectations described in the goals.</li> </ul> <p>Educator engaged in a data-driven SLO process that resulted in student growth.</p> <ul style="list-style-type: none"> <li>Educator set attainable goals; used appropriate assessments; monitored progress; adjusted instruction based on progress monitoring data.</li> </ul>	<p>Student growth for the SLOs has <b>partially met</b> the goals.</p> <ul style="list-style-type: none"> <li>Evidence indicates the targeted population partially met expectations described in the goals.</li> </ul> <p>Educator engaged in a SLO process that resulted in inconsistent student growth.</p> <ul style="list-style-type: none"> <li>Educator set goals; used assessments; inconsistently monitored progress; inconsistently or inappropriately adjusted instruction.</li> </ul>	<p>Student growth for the SLOs has <b>not met</b> the goals.</p> <ul style="list-style-type: none"> <li>Evidence indicates the targeted population has not met the expectations described in the goals.</li> </ul> <p>Educator engaged in a SLO process that resulted in minimal or no student growth.</p> <ul style="list-style-type: none"> <li>Educator set inappropriate goals; inconsistently or inappropriately used assessments; failed to monitor progress; failed to adjust instruction based on progress monitoring data.</li> </ul>

Rubric Score: 0/0

All criteria must be selected

#### Evaluation Summary

- ☐ Recommended for continued employment.
 ☐ Recommended for placement on a Performance Improvement Plan. (One or more standards are Unacceptable, two or more standards are Needs Improvement, or three or more standards are Developing.)
- ☐ Recommended for Dismissal/Non-renewal. (The teacher has failed to make progress on a Performance Improvement Plan, or the teacher consistently performs below the established standards, or in a manner that is inconsistent with the school's mission and goals.)

Artifacts

Name	Date Uploaded	Upload User	File			
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File List

File Name	Date Uploaded	Size		
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## CESA 6 Teacher Performance Evaluation System (TPES) Guidebook



### EP Teacher Performance Improvement Plan

**Directions:** This document is intended to identify deficiencies and a plan for improvement.

There are three sections (A, B, and C) that could be used to document deficiencies and strategies. Complete only those sections needed. Include target dates.

**Performance Standard Number**

**A. Performance Deficiencies within the Standard to be Corrected**

**A. Strategies/Actions to be Completed by the Evaluator**

**Target Dates**

**A. Strategies/Actions to be Completed by the Teacher**

**Target Dates**

**Performance Standard Number**

**B. Performance Deficiencies within the Standard to be Corrected**

**B. Strategies/Actions to be completed by the Evaluator**

**Target Dates**

**B. Strategies/Actions to be completed by the Teacher**

**Target Dates**

**Performance Standard Number**

**C. Performance Deficiencies within the Standard to be Corrected**

## CESA 6 Teacher Performance Evaluation System (TPES) Guidebook

### C. Strategies/Actions to be Completed by the Evaluator

Target Dates

### C. Strategies/Actions to be Completed by the Teacher

Target Dates

Clicking the **Acknowledge** button is the equivalent of an online signature.

Teacher's acknowledgement indicates the form information has been reviewed. It does not necessarily indicate agreement.



## CESA 6 Teacher Performance Evaluation System (TPES) Guidebook



### EP Teacher Interim Performance Report

**Directions:** Evaluators use this form at mid-year to provide a record of evidence and feedback for each teacher performance standard. Evidence should be drawn from multiple sources.

This form should be maintained by the evaluator during the course of the evaluation cycle and results should be shared with the teacher at a mid-year conference.

#### 1. Professional Knowledge

The teacher demonstrates an understanding of the curriculum, subject content, and diverse needs of students by providing meaningful learning experiences.

- Effectively addresses appropriate curriculum standards.
- Integrates key content elements and higher-level thinking skills in instruction.
- Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.
- Demonstrates accurate knowledge of the subject matter.
- Demonstrates skills relevant to the subject area(s) taught.
- Bases instruction on goals that reflect high expectations and understanding of the subject.
- Understands intellectual, social, emotional, and physical development of the age group.
- Uses precise language, correct vocabulary and grammar, and acceptable forms of communication as it relates to a specific discipline and/or grade level.
- Has knowledge and understanding of school, family, and community resources to help meet all students' learning needs.

Indicator Report						
Indicator Summary						
NONE						
Artifacts						
Name	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded	
Evidence Summary						
NONE						
Standard 1 Comments:						

#### 2. Instructional Planning

The teacher effectively plans using the approved curriculum, instructional strategies, resources, and data to meet the needs of all students.

- Align lesson objectives to approved curriculum using student learning data to guide planning.
- Plans accordingly for pacing, sequencing content coverage, transitions, and application of knowledge.
- Plans for differentiated instruction.
- Develops appropriate long- and short-range plans and is able to adapt plans when needed.
- Uses resources, including technology, to effectively communicate with stakeholders regarding the curriculum shared in their classroom.


Indicator Report						
Indicator Summary						
NONE						
Artifacts						
Name	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded	
Evidence Summary						
NONE						
Standard 2 Comments:						

#### 3. Instructional Delivery

## CESA 6 Teacher Performance Evaluation System (TPES) Guidebook

The teacher effectively engages students in learning by using a variety of instructional strategies in order to meet individual learning needs.


- Engages and maintains students in active learning.
- Builds upon students' existing knowledge and skills.
- Uses a variety of effective instructional strategies.
- Uses materials, technology, and resources to enhance student learning.
- Differentiates and paces instruction to meet students' needs.
- Reinforces learning goals consistently throughout the lesson.
- Communicates clearly and checks for understanding.

Indicator Report							▼
Indicator Summary							▲
NONE							
Artifacts							▲
Name ▲	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded		
Evidence Summary							▲
NONE							
Standard 3 Comments:							
<div></div>							

### 4. Assessment For and Of Learning

The teacher systematically gathers, analyzes, and uses relevant data to measure student progress, guide instructional content and delivery methods, and provide timely feedback to students, parents, and stakeholders.

- Uses pre-assessment data to develop expectations for students, to differentiate instruction, and to document learning.
- Involves students in setting learning goals and monitoring their own progress.
- Uses a variety of informal and formal assessment strategies and instruments that are valid and appropriate for the content and for the student population.
- Aligns student assessment with approved curriculum and benchmarks.
- Collects and maintains a record of sufficient assessment data to support accurate reporting of student progress.
- Uses assessment tools for both formative and summative purposes to inform, guide, and adjust students' learning.
- Communicates constructive and frequent feedback on student learning to students, parents, and other stakeholders (e.g. other teachers, administration, community members as appropriate).

Indicator Report							▼
Indicator Summary							▲
NONE							
Artifacts							▲
Name ▲	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded		
Evidence Summary							▲
NONE							
Standard 4 Comments:							
<div></div>							

### 5. Learning Environment

The teacher uses resources, routines, and procedures to provide a respectful, safe, positive, student-centered environment that is conducive to student engagement and learning.

- Establishes and maintains effective routines and procedures.
- Creates and maintains a safe physical setting.
- Establishes a climate of trust and teamwork by being fair, caring, respectful, and enthusiastic.
- Promotes respectful interactions that challenge and engage students within the learning environment.
- Creates an environment that is academically appropriate, stimulating, and challenging.
- Encourages student participation, inquiry, and intellectual risk-taking.
- Respects and promotes the appreciation of diversity.
- Uses a balance of effective verbal, nonverbal, and digital communication tools to foster a positive learning environment.

Indicator Report							▼
Indicator Summary							▲
NONE							



Artifacts						
Name	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded	
Evidence Summary						
NONE						
Standard 5 Comments:						

### 6. Professionalism

The teacher demonstrates behavior consistent with legal, ethical, and professional standards, contributes to the profession, and engages in professional growth that results in improved student learning.

- Collaborates and communicates effectively to promote students' well-being and success.
- Builds positive and professional relationships with parents/guardians through frequent communication concerning students' progress.
- Adheres to school, district, legal, ethical, and procedural requirements.
- Incorporates learning from professional growth opportunities into instructional practice and reflects upon the effectiveness of implemented strategies.
- Identifies and evaluates personal strengths and weaknesses, and sets goals for improvement of skills and professional performance.
- Works in a collegial and collaborative manner with administrators, other school personnel, and the community to promote continuous improvement.

Indicator Report						
Indicator Summary						
NONE						

Artifacts						
Name	Type	Category	Rubric Alignment	Criteria Alignment	Date Uploaded	
Evidence Summary						
NONE						
Standard 6 Comments:						

**Overall Strengths:**

**Overall Areas Noted for Improvement:**

**Overall Comments:**

Artifacts						
Name	Date Uploaded	Upload User	File			
File List						
File Name	Date Uploaded	Size				

## CESA 6 Teacher Performance Evaluation System (TPES) Guidebook

*Clicking the **Acknowledge** button is the equivalent of an online signature.*

*Teacher's acknowledgement indicates the form information has been reviewed. It does not necessarily indicate agreement.*

## CESA 6 Teacher Performance Evaluation System (TPES) Guidebook



### EP Teacher Results of Performance Improvement Plan

**Directions:** The evaluator will meet with the teacher to review progress made on the performance improvement plan and make final recommendations.

#### A. Performance Deficiencies within the Standard to be Corrected

NONE

#### A. Strategies/Actions Completed by Evaluator

NONE

#### A. Strategies/Actions Completed by Teacher

NONE

#### A. Performance Improvement Feedback/Comments:

Review Dates:

#### B. Performance Deficiencies within the Standard to be Corrected

NONE

#### B. Strategies/Actions Completed by Evaluator

NONE

#### B. Strategies/Actions Completed by Teacher

NONE

#### B. Performance Improvement Feedback/Comments:

Review Dates:

#### C. Performance Deficiencies within the Standard to be Corrected

NONE

#### C. Strategies/Actions Completed by Evaluator

NONE

#### C. Strategies/Actions Completed by Teacher

NONE

#### C. Performance Improvement Feedback/Comments:

Review Dates:

#### Final recommendation based on outcome(s) of Performance Improvement Plan:

- ☐ The teacher is no longer on a Performance Improvement Plan.
- ☐ The teacher will remain on a Performance Improvement Plan.
- ☐ The teacher is recommended for non-renewal/dismissal.

## CESA 6 Teacher Performance Evaluation System (TPES) Guidebook


Artifacts

Name

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File Name

Date Uploaded

Size



### Sample Two-Year Implementation Plan for Building Leaders

This chart helps school district and building leaders successfully implement the Effectiveness Project (EP) over a two-year period for teachers and educational specialists. This does not reflect the required forms to be placed in the district process. (See Required Components document @ <http://ep-resources.cesa6.org>)

#### Notes:

1. Educators will gather, analyze, and store evidence of practices in MyLearningPlan throughout the evaluation cycle.
2. DPI requires these observation inputs for Teachers **per evaluation cycle**
  - a. 1 formal announced
  - b. 3-5 informal
3. DPI requires these observation inputs for teachers in the summary year:
  - a. 1 formal announced
  - b. 2 informal
4. *Although the state does not require an unannounced formal observation within the evaluation cycle, the CESA 6 Effectiveness Project Team recommends one unannounced formal observation and one informal observation in the non-summary year.*
5. Districts can increase the total number of observations in both summary and non-summary years.

#### Abbreviations:

- EP: Effectiveness Project
- PPG: Professional Practice Goal
- SLO: Student/School Learning Objective
- SY: School Year

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## APPENDIX A: CESA 6 Effectiveness Project Two-Year Evaluation Cycle

2014-15 School Year	2015-16 School Year	2016-17 School Year
Summary Year	Non-Summary Year	Summary Year
<b>Who:</b> <ul style="list-style-type: none"> <li>• All 2014-15 new-to-the-district educators or those on a plan of improvement</li> <li>• All continuing educators who are scheduled to be summatively evaluated in 2014-15 SY</li> </ul> <b>Educators in this group will:</b> <ul style="list-style-type: none"> <li>• Complete professional goal setting</li> <li>• Participate in (1) announced formal observation</li> <li>• Participate in (3) informal observations</li> <li>• Conduct two (2) Student Surveys</li> <li>• Complete district mandates for the documentation log</li> <li>• Educators new to the district and those on a plan of improvement participate in an interim performance review</li> </ul>	<b>Who:</b> <ul style="list-style-type: none"> <li>• All continuing educators who are scheduled to be summatively evaluated during the 2016-17 SY</li> </ul> <b>Educators in this group will:</b> <ul style="list-style-type: none"> <li>• Complete professional goal setting</li> <li>• Participate in (1) informal observation</li> <li>• Participate in (1) unannounced observation (*Note 5)</li> <li>• Conduct two (2) Student Surveys</li> <li>• Complete district mandates for the documentation log</li> </ul>	<b>Who:</b> <ul style="list-style-type: none"> <li>• All 2016-17 new-to-the-district educators or those on a plan of improvement</li> <li>• All continuing educators who are scheduled to be summatively evaluated during the 2016-17 SY</li> </ul> <b>Educators in this group will:</b> <ul style="list-style-type: none"> <li>• Complete professional goal setting</li> <li>• Participate in (1) announced formal observation</li> <li>• Participate in (2) informal observations</li> <li>• Conduct two (2) Student Surveys</li> <li>• Complete district mandates for the documentation log</li> </ul>
Non-Summary Year	Summary Year	Non-Summary Year
<b>Who:</b> <ul style="list-style-type: none"> <li>• Continuing educators who are scheduled to be summatively evaluated during the 2015-16</li> </ul> <b>Educators in this group will:</b> <ul style="list-style-type: none"> <li>• Complete professional goal setting</li> <li>• Participate in (1) informal observation</li> <li>• Participate in (1) unannounced observation(*Note 5)</li> <li>• Conduct two (2) Student Surveys</li> <li>• Complete district mandates for the documentation log</li> </ul>	<b>Who:</b> <ul style="list-style-type: none"> <li>• All 2015-16 new-to-the-district educators or those on a plan of improvement</li> <li>• All continuing educators who are scheduled to be summatively evaluated during the 2015-16 SY</li> </ul> <b>Educators in this group will:</b> <ul style="list-style-type: none"> <li>• Complete professional goal setting</li> <li>• Participate in (1) announced formal observation</li> <li>• Participate in (2) informal observations</li> <li>• Conduct two (2) Student Surveys</li> <li>• Complete district mandates for the documentation log</li> <li>• Educators new to the district and those on a plan of improvement participate in an interim performance review</li> </ul>	<b>Who:</b> <ul style="list-style-type: none"> <li>• All continuing educators who are scheduled to be summatively evaluated during the 2017-18 SY</li> </ul> <b>Educators in this group will:</b> <ul style="list-style-type: none"> <li>• Complete professional goal setting</li> <li>• Participate (1) informal observation</li> <li>• Participate in (1) unannounced observation (*Note 5)</li> <li>• Conduct two (2) Student Surveys</li> <li>• Complete district mandates for the documentation log</li> </ul>



## Sample Three-Year Implementation Plan for Building Leaders

This chart helps school district and building leaders successfully implement the Effectiveness Project (EP) over a three-year period for teachers and educational specialists. This does not reflect the required forms to be placed in the district process. (See Required Components document @ <http://ep-resources.cesa6.org>)

### Notes:

6. This chart assumes districts conduct summary year cycles in accordance with the minimums established by law. Districts may choose to summatively evaluate educators more frequently than this chart indicates. If that is the case, please see CESA 6 Two-Year Cycle Example.
7. Educators will gather, analyze, and store evidence of practices in MyLearningPlan throughout the evaluation cycle.
8. DPI requires these observation inputs for Teachers **per evaluation cycle**
  - a. 1 formal announced
  - b. 3-5 informal
9. DPI requires these observation inputs for teachers in the summary year:
  - a. 1 formal announced
  - b. 2 informal
10. *Although the state does not require an unannounced formal observation within the evaluation cycle, the CESA 6 Effectiveness Project Team recommends one unannounced formal observation in one of the two non-summary years*
11. Districts can increase the total number of observations in both summary and non-summary years.

### Abbreviations:

- EP: Effectiveness Project
- PPG: Professional Practice Goal
- SLO: Student/School Learning Outcome Goal
- SY: School Year

8/21/14

## APPENDIX A: CESA 6 Effectiveness Project Three-Year Evaluation Cycle

2014-15 School Year Summary Year	2015-16 School Year Non-Summary Year	2016-17 School Year Non-Summary Year	2017-18 School Year Summary Year
<b>Who:</b> <ul style="list-style-type: none"> <li>All 2014-15 new-to-the-district educators or those on a plan of improvement</li> <li>All continuing educators who are scheduled to be summatively evaluated in 2014-15 SY</li> </ul> <b>Educators in this group will:</b> <ul style="list-style-type: none"> <li>Complete Professional Goal Setting</li> <li>Participate in (1) announced formal observation</li> <li>Participate in (3) informal observations</li> <li>Conduct two (2) Student Surveys</li> <li>Complete district mandates for the documentation log</li> <li>Educators new to the district and those on a plan of improvement participate in an interim performance review</li> </ul>	<b>Who:</b> <ul style="list-style-type: none"> <li>All continuing educators who are scheduled to be summatively evaluated during the 2017-18 SY</li> </ul> <b>Educators in this group will:</b> <ul style="list-style-type: none"> <li>Complete Professional Goal Setting</li> <li>Participate in (1) informal observation</li> <li>Conduct two (2) Student Surveys</li> <li>Complete district mandates for the documentation log</li> </ul>	<b>Who:</b> <ul style="list-style-type: none"> <li>All continuing educators who are scheduled to be summatively evaluated during the 2017-18 SY</li> </ul> <b>Educators in this group will:</b> <ul style="list-style-type: none"> <li>Complete Professional Goal Setting</li> <li>Participate in (1) unannounced observation (*Note 5)</li> <li>Conduct two (2) Student Surveys</li> <li>Complete district mandates for the documentation log</li> </ul>	<b>Who:</b> <ul style="list-style-type: none"> <li>All 2017-18 new-to-the-district educators or those on a plan of improvement</li> <li>All continuing educators who are scheduled to be summatively evaluated during the 2017-18 SY</li> </ul> <b>Educators in this group will:</b> <ul style="list-style-type: none"> <li>Complete Professional Goal Setting</li> <li>Participate in (1) announced formal observation</li> <li>Participate in (2) informal observations</li> <li>Conduct two (2) Student Surveys</li> <li>Complete district mandates for the documentation log</li> <li>Educators new to the district and those on a plan of improvement participate in an interim performance review</li> </ul>
Non-Summary Year	Summary Year	Non-Summary Year	Non-Summary Year
<b>Who:</b> <ul style="list-style-type: none"> <li>Continuing educators who are scheduled to be summatively evaluated during the 2015-16 SY</li> </ul> <b>Educators in this group will:</b> <ul style="list-style-type: none"> <li>Complete Professional Goal Setting</li> <li>Participate in (1) informal observation</li> <li>Participate in (1) unannounced formal observation (*Note 5)</li> <li>Conduct two (2) Student Surveys</li> <li>Complete district mandates for the documentation log</li> </ul>	<b>Who:</b> <ul style="list-style-type: none"> <li>All 2015-16 new-to-the-district educators or those on a plan of improvement</li> <li>All continuing educators who are scheduled to be summatively evaluated during the 2015-16 SY</li> </ul> <b>Educators in this group will:</b> <ul style="list-style-type: none"> <li>Complete Professional Goal Setting</li> <li>Participate in (1) announced formal observation</li> <li>Participate in (2) informal observation</li> <li>Conduct two (2) Student Surveys</li> <li>Complete district mandates for the documentation log</li> <li>Educators new to the district and those on a plan of improvement participate in an interim performance review</li> </ul>	<b>Who:</b> <ul style="list-style-type: none"> <li>All continuing educators who are scheduled to be summatively evaluated during the 2018-19 SY</li> </ul> <b>Educators in this group will:</b> <ul style="list-style-type: none"> <li>Complete Professional Goal Setting</li> <li>Participate in (1) informal observation</li> <li>Conduct two (2) Student Surveys</li> <li>Complete district mandates for the documentation log</li> </ul>	<b>Who:</b> <ul style="list-style-type: none"> <li>All continuing educators who are scheduled to be summatively evaluated during the 2018-19 SY</li> </ul> <b>Educators in this group will:</b> <ul style="list-style-type: none"> <li>Complete Professional Goal Setting</li> <li>Complete formal observation (*Note 5)</li> <li>Conduct two (2) Student Surveys</li> <li>Complete district mandates for the documentation log</li> </ul>
Non-Summary Year	Non-Summary Year	Summary Year	Non-Summary Year
<b>Who:</b> <ul style="list-style-type: none"> <li>All continuing educators who are scheduled to be summatively evaluated during the 2016-17 SY</li> </ul> <b>Educators in this group will:</b> <ul style="list-style-type: none"> <li>Complete Professional Goal Setting</li> <li>Participate in (1) informal observation</li> <li>Conduct two (2) Student Surveys</li> <li>Complete district mandates for the documentation log</li> </ul>	<b>Who:</b> <ul style="list-style-type: none"> <li>All continuing educators who are scheduled to be summatively evaluated during the 2016-17 SY</li> </ul> <b>Educators in this group will:</b> <ul style="list-style-type: none"> <li>Complete Professional Goal Setting</li> <li>Participate in (1) unannounced formal observation (*Note 5)</li> <li>Conduct two (2) Student Surveys</li> <li>Complete district mandates for the documentation log</li> </ul>	<b>Who:</b> <ul style="list-style-type: none"> <li>All 2016-17 new-to-the-district educators or those on a plan of improvement</li> <li>All continuing educators who are scheduled to be summatively evaluated during the 2016-17 SY</li> </ul> <b>Educators in this group will:</b> <ul style="list-style-type: none"> <li>Complete Professional Goal Setting</li> <li>Participate in (1) announced formal observation</li> <li>Participate in (2) informal observation</li> <li>Conduct two (2) Student Surveys</li> <li>Complete district mandates for the documentation log</li> <li>Educators new to the district and those on a plan of improvement participate in an interim performance review</li> </ul>	<b>Who:</b> <ul style="list-style-type: none"> <li>All continuing educators who are scheduled to be summatively evaluated during the 2019-20 SY</li> </ul> <b>Educators in this group will:</b> <ul style="list-style-type: none"> <li>Complete Professional Goal Setting</li> <li>Participate in (1) informal observation</li> <li>Conduct two (2) Student Surveys</li> <li>Complete district mandates for the documentation</li> </ul>

\*The 2014-15 school year is unique. If an educator is in the summary year 3 informal observations are required to meet the 3-5 minimum set by DPI. Going forward an informal should occur in one or both non-summary years, therefore, requiring 2 informal observations in the summary year.

\*All new and need of improvement educators must follow are on an annual evaluation cycle requiring at minimum 3 informal observations.

**APPENDIX B: Evidence for Student Learning Objectives (SLOs)<sup>2</sup>**

























<b>Questions to Ask While Developing a Student Learning Objective</b>	
<b>Content</b>	<ul style="list-style-type: none"> <li>• How well do the items/tasks/criteria align to appropriate standards, curriculum and essential outcomes for the grade level or course?</li> <li>• In what ways would mastering or applying the identified content be considered “essential” for students learning this subject at this grade level?</li> <li>• How do the content, skills and /or concepts assessed by the items or task provide students with knowledge, skills and understandings that are (1) essential for success in the next grade/course or in subsequent fields or study; or (2) otherwise of high value beyond the course?</li> </ul>
<b>Rigor</b>	<ul style="list-style-type: none"> <li>• In what ways do the items/tasks and criteria address appropriately challenging content?</li> <li>• To what extent do the items or task require appropriate critical thinking and application?</li> <li>• How does the performance task ask students to analyze, create, and/or apply their knowledge and skills to a situation or problem where they must apply multiple skills and concepts?</li> </ul>
<b>Format</b>	<ul style="list-style-type: none"> <li>• To what extent are the items/tasks and criteria designed such that student responses/scores will identify student’s levels or knowledge, understanding and/or mastery?</li> </ul>
<b>Results</b>	<ul style="list-style-type: none"> <li>• When will the results be made available to the educator? (The results must be available to the educator prior to the end of year conference.)</li> </ul>
<b>Fairness</b>	<ul style="list-style-type: none"> <li>• To what extent are the items or the task and criteria free from words and knowledge that are characteristic to particular ethnicities, subcultures, and genders?</li> <li>• To what extent are appropriate accommodations available and provided to students as needed?</li> </ul>
<b>Reliability</b>	<ul style="list-style-type: none"> <li>• Is there a sufficient number of items in multiple formats for each important, culminating, overarching skill?</li> </ul>
<b>Scoring</b>	<ul style="list-style-type: none"> <li>• Does the performance task have a rubric where the criteria clearly define and differentiate levels of performance and as a result, the criteria insure inter-rater reliability?</li> </ul>

<sup>2</sup> Material copied from Wisconsin Department of Public Instruction, *School/Student Learning Objectives Process Manual: Developmental Pilot 2012-2013*

## APPENDIX C: Grade K-2 Learner Survey

**Purpose:** The purpose of this survey is to give your teacher information on how to help you as a learner.

**Directions:** As your teacher reads the sentence, color the face that shows what you think.

Teacher's Name _____		School Year _____		
	Yes	Some- times	No	
1. My teacher listens to me.				
2. My teacher gives me help when I need it.				
3. I learn new things in my class.				
4. I know what the rules are in my class.				
5. I am able to do the work my teacher gives me.				
6. I am happy when I am in class.				
*				
*				

\*Add other elements if needed, such as school-wide goals, or subject-specific elements.



**Directions:** DO NOT PUT YOUR NAME ON THIS SURVEY: Follow along as your teacher reads the statements. Respond to the statements by placing a checkmark (✓) beneath the response—“YES,” “SOMETIMES,” or “NO”—that best describes how you feel about the statement.

Teacher's Name	School Year		
	Yes	Some-times	No
My teacher listens to me.			
My teacher gives me help when I need it.			
I am able to do the work given to me.			
Students are respectful to each other in my class.			
I feel free to ask and answer questions.			
My teacher helps me understand things when I make mistakes.			
My teacher shows respect to all students.			
My teacher helps me to be organized.			
My teacher allows me to demonstrate my learning in a variety of ways.			
*			
*			

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## APPENDIX C: Grade 6-8 Learner Survey

**Purpose:** The purpose of this survey is to allow you to give your teacher ideas about how this class might be improved.

**Directions:** DO NOT PUT YOUR NAME ON THIS SURVEY. Write your teacher's name, school year, and class/period in the space provided. Listed below are several statements about this class. Indicate your agreement with each statement by placing a check (✓) in the appropriate box. If you wish to comment, please write your comments at the end of the survey.

Teacher's Name	School Year	Class/Period					
			Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know

\*Add other elements if needed, such as school-wide goals, or subject-specific elements.

## APPENDIX C: Grade 9-12 Learner Survey

**Purpose:** The purpose of this survey is to allow you to give your teacher ideas about how this class might be improved.

**Directions:** DO NOT PUT YOUR NAME ON THIS SURVEY. Write your teacher's name, school year, and class period in the space provided. Listed below are several statements about this class. Indicate your agreement with each statement by placing a check (✓) in the appropriate box. If you wish to comment, please write your comments at the end of the survey.

Teacher's Name	School Year	Class Period		Strongly Agree	Agree	Disagree	Strongly Disagree	I Don't Know
			My teacher communicates clearly.					
			My teacher is knowledgeable about the subject area he/she teaches.					
			The workload in this class is manageable.					
			My teacher gives feedback on work and exams in a timely manner.					
			I get helpful feedback from my teacher.					
			My teacher handles classroom disruptions effectively.					
			My teacher allows me to demonstrate my learning in a variety of ways.					
			I feel challenged in this class.					
			I feel comfortable sharing my ideas in class.					
			My teacher helps me outside of class time when needed.					
			My teacher shows respect to all students.					
			My teacher respects my culture.					
			I feel my teacher values me as a person.					
			*					
			*					

\*Add other elements if needed, such as school-wide goals, or subject specific-elements.

Comments:

## APPENDIX D: EP Teacher Communication Log

---

**School Year:** \_\_\_\_\_

**Date:**

**Person:**

**Purpose:**

**Mode:**

☐ Conference

☐ Email

☐ Note/Letter

☐ Telephone

**Notes:**

**Date:**

**Person:**

**Purpose:**

**Mode:**

☐ Conference

☐ Email

☐ Note/Letter

☐ Telephone

**Notes:**

**Date:**

**Person:**

**Purpose:**

**Mode:**

☐ Conference

☐ Email

☐ Note/Letter

☐ Telephone

**Notes:**

## APPENDIX E: EP Teacher Professional Development Log

**School Year:** \_\_\_\_\_

**Professional Development Activity:**

**Date:**

**Location:**

**Purpose:**

**Evidence of Satisfactory Completion Received:**

☐ Grade

☐ Certificate

☐ Other: \_\_\_\_\_

**Professional Development Activity:**

**Date:**

**Location:**

**Purpose:**

**Evidence of Satisfactory Completion Received:**

☐ Grade

☐ Certificate

☐ Other: \_\_\_\_\_

**Professional Development Activity:**

**Date:**

**Location:**

**Purpose:**

**Evidence of Satisfactory Completion Received:**

☐ Grade

☐ Certificate

☐ Other: \_\_\_\_\_

## APPENDIX F: Glossary

*Announced observation:* A formal, scheduled observation. It may be preceded by a pre-observation discussion and followed by a post-observation discussion where verbal and/or written feedback is provided by the evaluator to the teacher.

*Artifacts:* Forms of evidence that support an educator's evaluation. They may include lesson plans, examples of student work with teacher feedback, professional development plans and logs of contacts with families. Artifacts may take forms other than documents, such as videos of practice, portfolios, or other forms of evidence.

*Assessment/Evidence Source:* Assessment evidence sources include common district assessments, existing standardized assessments not already included as student outcomes within the Effectiveness Project System (e.g., standardized, summative state assessment and standardized district assessment data), teacher-designed assessments and/or rubrics work samples or portfolios, and other sources approved by the evaluator.

*Attainment:* "Point in time" measure of student learning, typically expressed in terms of a proficiency category (*advanced, proficient, basic, minimal*).

*Authentic assessment:* Authentic assessment is a form of assessment that allows students to demonstrate meaningful application of concepts and skills in the authentic contexts of students' real life.

*Baseline:* Measure of data the beginning of a specified time period, typically expressed in terms of a proficiency categories (*advanced, proficient, basic, minimal*).

*Consistently* (as in the description of "distinguished" when a person surpasses the standard): Expression used to describe a teacher who is unchanging in her/his level of achievement or performance that exceeds the established standard over the period of time of the evaluation.

*Differentiated instruction:* Differentiated instruction is a general term for an approach to teaching that responds to the range of student needs, abilities, and preferences in the classroom, and attempts to account for those differences in instructional planning and delivery, as well as in the content, process, product, and learning environment.

*Documentation:* (referring to evidence & artifacts): Documentation is a general term for a collection of information or evidence that can serve as a record of a teacher's practice.

*Effectiveness Project:* (EP CESA 6) Educator Effectiveness (EE DPI Model) System: A Wisconsin model for teacher, educational specialist and administrator evaluation, built by and for Wisconsin educators. Its primary purpose is to support a system of continuous improvement of educator practice, from preservice to in-service, which leads to improved student learning. The Educator Effectiveness System is legislatively mandated by 2011 Wisconsin Act 166. The System refers to models of educator practice—whether districts use the DPI Model, CESA 6, or other approved equivalent model.

*Elevate:* MyLearningPlan Elevate is a Professional Development Platform that includes an online video based evaluator training and certification system. This system includes video observations and conferences as well as artifacts and "other measures" for evidence collection, alignment to rubrics, and rubric scoring.

*Formal assessment:* The collection of student learning data using standardized tests or procedures under controlled conditions. These tests or other assessment tools have a history of application and have statistics which support educational conclusions, such as “the student is below or above average for her age/grade.” Formal assessments can also refer to assessments for a grade, as opposed to an informal assessment where a teacher is simply surveying the students to see if they understand a concept.

*Formative assessment:* Assessments that are administered to regularly/continuously study and document the progress made by learners toward instructional goals and objectives. Formative assessment is integral to the instructional process. Use of formative assessment allows teachers to target lessons to the areas in which students need to improve, and focus less on areas in which they already have demonstrated mastery.

*Goal:* Specific and measurable learning objective that can be evaluated over a specific designated interval of time (e.g., quarter, semester, year).

*Goal Setting Plan:* A plan documented in MyLearningPlan OASYS that lists the student learning objectives, professional practice goals and professional growth strategies and support for an educator, along with the activities required to attain these goals and the measures necessary to evaluate the progress made on them.

*Higher-level thinking:* Generally, the skills involving application, analysis, evaluation, etc., identified in Bloom’s cognitive taxonomy, are regarded as higher-level thinking.

*In addition to meeting the standard* (as in the description of “distinguished” when a person considerably surpasses the standard): Expression used to describe a teacher whose achievement or performance is notably and substantially above the established standard.

*Informal assessment:* Appraisal of student learning by causal/purposeful observation or by other non-standardized procedures.

*Informal Observations-*A short (15 minute minimum) informal and unannounced observation of a teacher’s practice in the classroom. Feedback is documented in MLP.

*Inter-Rater Reliability:* The extent to which two or more evaluators agree in their independent ratings of educators’ effectiveness.

*Interval:* Period of time over which student growth will be measured under an SLO (typically an academic year, although other intervals are possible). *Mid-Year (or Mid-Interval) Review:* A formal meeting scheduled by the evaluator at the mid-point of the evaluation interval. During this meeting the evaluator may discuss adjustment of the expected growth specified in an SLO based upon clear rationale and evidence of need.

*MyLearningPlan:* The electronic tool being used to house all of the information regarding observations, artifacts, survey data, pre and post observation conferences, and the summative evaluation. This tool assists in scheduling and completing the process for teacher, educational specialist and school administrator evaluations.

*Observations:* One source of evidence used to assess and provide feedback on teacher performance. Observations may be announced (scheduled in advance, possibly with a pre- and/or post-observation

conferences) or unannounced; formal (not announced with a post conference) or informal (short and impromptu). Observations are carried out by the educator's evaluator or a designee, who looks for evidence in one or more of the standards in the Teacher/Educational Specialist Performance Evaluation System .

*Observation Cycle:* Evaluators of teachers must conduct a minimum of one announced 45 minute observation (or two 20-minute announced observations), one unannounced (Optional 45 minute observation) (or two 20-minute unannounced observations) and 3-5 unannounced informal observations of a least 15 minutes. Two informal observations should be completed in a summary year. The timeline of this cycle is a district decision. The recommended timeline is a three year cycle.

*Peer coaching:* Peer coaching is a professional development approach which joins teachers together in an interactive and collaborative learning community. As applied to education, peer coaching often is used for teachers to help one another improve their pedagogical skills and competencies, instructional and assessment practices, and other attributes of teacher effectiveness.

*Performance appraisal rubric:* Performance appraisal rubric is a behavioral summary scale that guides evaluators in assessing how well a standard is performed. The design and intent of a rubric is to make the rating of teachers' performance efficient and accurate, and to help the evaluator justify to the evaluatees and others the rating that is assigned.

*Performance Indicators/Look Fors:* Performance indicators provide examples of observable, tangible behaviors for each teacher performance standard. They are examples of the type of performance that will occur if a standard is being successfully met.

*Performance portrait:* Performance portrait is a rhetorical expression to refer to a faithful and thorough representation of a teacher's effectiveness.

*Performance standard:* Performance standards are the major duties performed by a teacher and serve as the basic unit of analysis in the evaluation system. The teacher performance standards are well supported by extant research as the essential elements that constitute teacher effectiveness.

*Post-observation conference:* A conference that takes place after a formal observation during which the evaluator provides feedback verbally and in writing to the teacher.

*Post-test:* Assessment administered at the end of a specified time period, as specified under an SLO. Post-tests, sometimes referred to as summative assessments, can be used to evaluate cumulative student learning at the end of an instructional period.

*Pre-observation conference:* A conference that takes place before a formal observation during which the evaluator and teacher discuss important elements of the lesson or class that might be relevant to the observation.

*Preponderance of evidence:* While using the Summative Performance Form to evaluate performance on each teacher standard based on the four-level rating scale, the evaluator is required to synthesize and balance the evidence collected from various data sources to decide which rating level assignment is most accurate and appropriate to represent a teacher's performance on a standard. Borrowed from legal practice, the concept of preponderance of evidence entails making judgments based on the full body of evidence to be applied to a given decision.



*Reliability:* Reliability is an essential quality of solid assessment and evaluation instruments. It is an indication of the consistency of the implementation of a rating system across evaluators or over time. Inter-rater reliability means there are consistent results among evaluators or coders as they are rating the same information.

*Self-assessment:* Self-assessment is a process by which teachers judge the effectiveness and adequacy of their practice, effects, knowledge, and beliefs for the purpose of performance improvement.

*Step-wise progression:* A format of evaluation rubric design that arranges the levels of a rubric to make a qualitative distinction among different levels of performance. The differentiated descriptions of four levels of performance, ranging from ineffective to exemplary, on each of the ten teacher standards are marked by a gradual progression as if step by step.

*Student Learning Objectives (SLO's):* SLOs are detailed, measurable goals for student academic outcomes to be achieved in a specific period of time (typically an academic year), informed by analysis of prior data, and developed collaboratively by educators and their evaluator. Teachers will develop one SLO annually, for a maximum of three SLOs available as evidence towards their holistic SLO score in their rating year.

*Surveys:* Learner surveys provide information to the teacher about learners' perceptions of how the professional is performing. The purpose of a learner survey is to collect information that will help the teacher set goals for continuous improvement (i.e., for formative evaluation) - in other words, to provide feedback directly to the teacher for professional growth and development. In this evaluation system, teachers will retain exclusive access to the results of the surveys regarding his or her performance. However, the teacher may be required to provide a summary of the survey results to the evaluator.

*Summative assessment:* Assessment that summarizes the development of learners at a particular time, usually at the end of a semester or a school year. Summative assessment can be used for judging success or attainment in such diverse areas as teacher performance or student attainment of curricular standards.

*Summative Scoring Rules:* During a rating year the overall total points are totaled based on the scores earned using the performance appraisal rubrics. Refer to notes on the Summative Scoring Rules page.

*Targeted Growth:* Level of expected growth, or progress towards an identified goal, made by target population.

*Targeted Population:* Group(s) of students for whom an SLO applies.

*Unannounced Observation:* An observation that is not scheduled in advance. No pre-observation conference is held with an unannounced observation, but written or verbal feedback is expected within seven days.

*Value-Added:* A growth measure based on state assessment data that compares student growth at the school or classroom level to teachers or schools that had similar students (as defined by prior achievement and selected non-school factors, such as students' poverty level and disability status, which may influence growth).

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